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The wise teacher is ever on the alert for danger signs. One of these is evidence of fatigue in the pupils. Then the wise teacher looks out for the ventilation, makes an unexpected change in the order of lessons, introduces a new method for the nonce, or does any one of a hundred things to alter the moral atmosphere of the classroom.

Let us beware the "holy anger" fallacy. It involves a nice distinction, anyway, and your pupils are not equal to making nice distinctions. To them, no matter how we may justify our motives, the fact is evident that teacher "got mad."

Practical scholarship consists less in knowing things than in knowing when and where and how to utilize our knowledge. And practical scholarship is the only scholarship that counts—for the teacher.

Teach the children to note significant details in the daily life around them. The number of pickets in a fence, the trade-mark of a brand of laundry soap, the percentage of unrented pews in the church are **not** significant details.

Don't frown too much at mention of experimental psychology. Even if it were barren of other results, it teaches the teacher to review his methods and to tabulate results.

"What I Know About Automobiles" ought to make an attractive composition title for the average boy—and possibly for the average girl. And it is safe to assume that the average teacher will learn something from the resulting themes.

Our children must be brought to realize that virtue and vice are both habits, and that every act, be that act good or ill, little or great, tends to the formation and the strengthening of some habit.

In every class there is some little person who needs to be reminded that the rosary is not a plaything. The beads are blessed objects and must be treated with the respect due to sacred things.

Recent disclosures have brought out the fact that a large percentage of the applicants for admission to the United States Military Academy at West Point don't know how to spell. And again comes the familiar question, How is spelling taught in your school?

A wise superintendent used to look in at the school just after dismissal time, and base his inferences concerning the teachers on the degree of cleanliness of blackboards and floors. How would you and I stand the test?

No live teacher can get along without the help and suggestiveness of at least one good educational magazine. And every large community might profitably subscribe for more than one copy of a favorite paper.

There is such a thing as the regulation of play, but regulating can be carried to such a harmful excess as to eliminate the element of spontaneity; and then what is left in play that is playful?

All our communities need more vocations. A word of advice or suggestion, uttered at the right time, may be the seed destined later on to bear much fruit.

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

For a class reflection from time to time try a simple, devout paraphrase of the Hail Mary or some other short, familiar prayer. It will help in preventing mechanical praying.

About Indulgences.—October, the month of the Holy Rosary, affords us numerous opportunities of instilling one of the most puissant devotions of Holy Mother Church into the minds and hearts of our pupils; it is not the devotional side of the Rosary, however, that we wish to dwell upon at this writing, but upon one phase of its doctrinal aspect. The many rich indulgences obtainable by a daily recital of the beads during this month naturally calls up the Church's teaching concerning indulgences and affords us an excellent opportunity of laying before our children the facts about indulgences and the dispositions necessary for gaining them.

Many a pupil can recite glibly enough the answers in the catechism pertaining to indulgences without in the least bringing the matter home to himself and realizing his knowledge. The more we co-ordinate Catholic doctrine with Catholic practice and Catholic doctrinal life, the more truly and more fully are we doing our work as Christian educators.

The daily catechetical instruction must be exclusively neither doctrinal nor devotional; it must be a combination of both—food at once for feeling and for thought, appealing both to intellect and to soul. A carefully prepared instruction on indulgences, with special applications to the premier devotion of the month, ought to enlighten the mind and inflame the heart.

Some Feasts of the Month.—October always seems to us especially fertile in favorite and familiar feasts. Among the saints commemorated during the month are two great bearers of the name of Francis; St. Edward, King of England; St. Bruno, the great monastic founder; St. Bridget of Sweden; two apostles and an evangelist; several of the popes; the holy virgin, Ursula, and her companions in martyrdom, and two such illustrious confessors as St. Alphonsus Rodriguez and St. Peter of Alcantara. Then there is the feast of the Holy Angels and the commemoration of Mary as Queen of the Holy Rosary. Altogether, October offers us a fruitful field of Christian heroes and heroines whose lives we may narrate with pleasure and profit and whose brilliant examples we may set before our children.

The Catholic teacher is presumed to know a good deal about the lives of the saints, and when the teacher happens to be a member of a religious community he can hardly avoid being more or less familiar with sacred biography. None the less, it is well for us to pick out three or four saints commemorated during the month and read in detail everything available about them, their virtues and the times in which they lived. In some instances it is not the exclusively spiritual reading that will give us our greatest aid in preparing ourselves to speak of the saints in class. In "Heroic Spain," by Miss E. Boyle O'Reilly, we have an example of a work that will enable us to reconstruct the scenes of the labors of two such eminent October saints as St. Teresa and St. Peter of Alcantara. And, while we are about it, let us not forget the excellent edition of St. Teresa's autobiography and her Book of Foundations recently published by the Paulist Fathers.

Instrument or Receptacle?—One of the traditions held sacred at Oriel College, Oxford, is the preference for the student whose mind is an instrument over the student whose mind is merely a receptacle. The fellows of Oriel

have at times gone to extremes in their tenacious upholding of this idea which certainly is an excellent one. Repeatedly are our college graduates told that what they know doesn't so much matter; that it is what they know how to use that really counts. Perhaps this ideal could stand a bit more stressing in the grammar grades. While we must guard rigorously against too utilitarian a tendency in teaching—a tendency which takes account only of ponderable and measurable results—we cannot realize too intimately the importance of making of the mind an instrument at once keen and pliable. If our students, despite their quickness of parts and their brilliancy in set examinations, are devoid of initiative and helpless in the face of unexpected and unaccustomed events, we may safely say that our teaching is making receptacles rather than instruments of their young minds. There are times in life when rules of conduct do not seem to apply, when a man faces difficulties and perhaps heavy odds, when he has nobody to depend upon but God and himself; and it is in such moments that the worth of an educational system is adequately tested.

At almost every hour of the day we have opportunities of emphasizing the instrument idea, as opposed to the receptacle idea, in the routine work of the classroom. When, for instance, little George, his face a tangle of perplexity, approaches the teacher's desk with the question, "Do we have to study the meanings of these words, too?" the knowing teacher, instead of giving a categorical reply, will ask, "What do you think about it yourself, George?" And when George does think about it he will perceive that his question was unnecessary.

Buttered Hay.—The immortal Fool of Shakespeare's "King Lear"—in some respects the wisest man in the play—reminds his royal master of a certain individual who, "in pure kindness to his horse, buttered his hay!" Now, bad as was the folly of buttering the hay, the worst aspect of the affair lay in the fact that the absurd thing was done in kindness. Are not we teachers guilty, from time to time, of similar acts of folly? Do not some of the faddists who speak mightily and mistily at teachers' institutes bear a striking resemblance to the owner of that daintily fed horse? Isn't there a good deal of injudicious and excessive kindness in the recommendations so persistently urged on primary teachers to do naught but please and please and please the children in their charge? Life and nature butter no hay for horses or for men; and the commandments of Our Blessed Savior are often enough "hard sayings." The buttered hay principle of education can do little else than provide for future years a spineless generation.

A Text from Dr. Johnson.—Dipping again into Boswell's immortal biography of the great lexicographer the other day, I ventured to mark this passage, which has a special application to teachers. Writes little Jamie:

"I talked of preaching and of the great success which those called Methodists have. **Johnson:** 'Sir, it is owing to their expressing themselves in a plain and familiar manner, which is the only way to do good for the common people, and which clergymen of genius and learning ought to do from a principle of duty, when it is suited to their congregations; a practice for which they will be praised by men of sense. To insist against drunkenness as a crime because it debases reason, the noblest faculty of man, would be of no service to the common people; but to tell them that they may die in a fit of drunkenness and show them how dreadful that would be, cannot fail to make a deep impression. Sir, when your Scotch clergy give up their homely manner, religion will soon decay in that country.'"

The doctor's illustration is not altogether applicable to our work as teachers, but his recorded views ought to be illuminating. Could Dr. Johnson ever have dropped into the colloquial, he might here have said that the trouble with many preachers is that they talk over the heads of their congregation; and is not that what many teachers do? Taking the doctor's utterance to heart, we must realize the importance of sharing the viewpoint of the children whom we instruct. Motives of conduct that appeal strongly to a professed religious teacher may not appeal at all to a healthy boy of eleven.

In fine, to revert to a familiar figure of speech and

employ it in a slightly different way, the devout Christian lives, as it were, in a cathedral whose stained-glass windows are from within things of ravishing beauty, but from without but masses of unsightly and unattractive daubs. The world is on the outside and viewing these glorious windows through carnal eyes, sees in them little to arouse interest. Our children too often have learned to adopt the worldly point of view, and from that point of view they must be weaned. But the only way to arouse their interest and their sympathetic devotion is to go outside and lead them by the hand and bring them within the cathedral of love and truth. Before they can admire what we admire they must see as we see. Vainly, therefore, do we cry, "Be pious, be prayerful, be holy," if we do not show them, from within, the splendor of the stained-glass windows with the sunlight streaming through.

Diagnosis.—Are you able to make a prompt and certain diagnosis of a case presented to your professional attention? No, the query is not a printer's error, and did not get into this column by mistake; it is meant for teachers. When a wave, or a series of waves, of inattention passes over the class threatening to disrupt discipline; when a child suddenly falls a victim to the giggles; when somebody else insists upon being tardy morning after morning; when a hitherto model pupil gives evidence of having fallen from grace and develops alarming symptoms of stubbornness; when you yourself, dear teacher, are unwontedly finicky and petulant,—in these and in scores of other cases are you able to tell just where the trouble lies?

It is told of the celebrated Parisian physician, Dupuytren, that he was so skilled in surgical diagnosis that he could almost literally see the existence of an internal abscess. After a few rapid preliminary investigations he would say to his assistants: "Cut the patient open—here!"

With certain reservation, Dupuytren might stand as a model for the teacher. For the teacher has to be skilled in diagnosis, even as was the old schoolmaster we all have read about who, when finding his temper slipping from him—and it was a very slippery temper, too!—was wont to say: "I must be calm, for I am to blame; I ate three hard-boiled eggs at breakfast."

If experience is going to teach us anything, it ought to teach us some facility and accuracy in diagnosis. Once we locate the root of the evil, half the work of correction is done.

Extraordinary skill in pedagogical diagnosis is a gift, mayhap a rare gift; but a certain degree of such skill is within the powers of every conscientious teacher to secure. A sound knowledge of child psychology ought to be its basis; but that will avail little if not reinforced by personal experience—experience garnered carefully and oftentimes bought for a great price. Indeed, everything we do and everything we see, everything we hear and everything we read, ought to aid us to some extent in becoming more and more adept in diagnosing the varied cases that come our way.

This is a big idea—too big altogether for my feeble powers of phrasing—for it involves the welding of our duty as teachers into the very life of us. Once we grasp the meaning of it all, nothing in life will for us be devoid of profit, nothing can be irksome, nothing a waste of time. "To those that love the Lord," it has been written, "all things work together unto good."

What does this mean, then, but that our full power and skill—the result of many trials and sufferings, of many joys and happy hopes, of many quiet hours of study and prayer—should go into every bit of work we do, with the result that the work is done promptly and thoroughly and well.

To become adepts in professional diagnosis we need knowledge of life—physical, social, mental, spiritual; and the more we possess of such vital knowledge, the greater ordinarily, will be our skill.

THE FIRST OF THE SCHOOL YEAR

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Before and After Class Hours

TOPICS FOR TEACHERS' DISCUSSION

THE STEPS IN DEVELOPING A LESSON.

Sister Margaret, O. S. D., Hastings, Nebraska.

This is not a world of chance. All things are done in accordance with some preconceived plan. No architect attempts to rear a building without previously considering the plans carefully. Any large business corporation must have some one to act as the head and make the plans that others as mere instruments then carry forward. The teacher is both head and instrument in the operations of the schoolroom and must therefore make and execute the plans wisely if the best results are to follow. Aimless lesson hearing is not teaching. The good teacher looks over the material, and prepares to build thoughtfully the proper associations in the mind and life of the child, instead of regarding her office fulfilled when she has tested what the pupil has done for himself through his effort in the study period. The first step is the aim. The statement of the aim should be made in language that is simple, definite and attractive to the pupil without telling in full but suggesting the line the thought is to take. Sometimes one sentence may do and always the aim should be stated as briefly as clearness and accuracy of thought will permit.

The second step is the preparation. This comes under matter and method. Under matter should appear all the ideas that are already in the learner's mind which the teacher thinks should be recalled vividly in order that the new may be comprehended and proper association made. Under method should be given the topics, questions, or other devices that the instructor would deem necessary to arouse new ideas.

The next step is the presentation of the lesson. The pupil should be led to master the thought in the exercise presented. The teacher must plan the analysis of the lesson in such a way as not only to make it interesting but instructive.

The fourth step is elaboration or the working out the complete ideas through comparisons, abstractions and generalization. Comparisons between the old and the new ideas. Contrasts of unlike features and clear conclusions as to where the points differ from each other. When these relations have been fully determined the teacher should find out what conclusions the pupils have drawn from the discussion. In all subjects where it is possible a definition or rule should be determined and the pupils led to see and state it for themselves.

The last step is the application. The pupil must be given an opportunity to apply the new principle learned or a means of expressing the ideas gained. This is done by finding other cases that have been learned through study, solving problems by the rule formulated, drills finding truths that exemplify the conclusion reached, making outlines for the leading topics. In some branches such as reading and language committing to memory is a part of this step that is appropriate very often.

THE WALK CURE.

The time for walking is at hand—no season for walking like autumn, the long beautiful autumn which is the crowning glory of the year in the northern United States.

From South Bend, Indiana, a correspondent of the New York Sun, who modestly signs himself "A. B." when he might have personally ingratiated himself with many of his level-headed fellow Americans by revealing his name, volunteers the following excellent advice, worthy of acceptance by everyone who values good physical condition:

"May a youngster of fifty-three be permitted to proffer a word of friendly advice to middle-aged persons who

desire to grow young instead of old? Let them become pedestrians. 'A man is as old as he feels,' says the adage; and the habitual walker of from six to twelve miles a day inevitably comes to feel that exhilarating sense of power and energy and exuberant health which spells constructive youthfulness. 'A man is as old as his arteries,' say the physicians; and the surest preventive of arteriosclerosis is regular, systematic, daily walking. Dr. Pearce Kintaing tells us that 'there exists no better gauge of our youthfulness, our physical balance, of the distance that separates us from senility, than our ability to walk and run;' and the said ability is acquired by practice. For the past five years and a half I have been walking twelve miles a day, irrespective of weather conditions; and in all the essential attributes of youth, strength, energy, agility, endurance of fatigue and fruition of the joy of living, I have been growing one year younger every three months.' 'Every man,' says Sir James Crichton-Browne, 'is entitled to his century, and no one need call himself old before he has entered upon the last quarter thereof.'

Nine-tenths and more of all the communications from the public which find their way into newspaper offices are protests. Your average volunteer newspaper contributor is a "kicker." Here, by way of contrast, is a hearty recommendation instead of a kick; and no one who has tested the advantages of walking as a means of keeping the human organism in fine working condition will make any comment on it that is not commendatory. It is better to walk than to swing Indian clubs or go through other gymnasium stunt. It is better to walk than to ride in an automobile. Walking is as good for the average healthy woman as for the average healthy man, and now that the autumn is at hand people who want to accumulate vitality to carry them triumphantly through the coming winter will do well to plan for themselves a regimen of walking.

Harriet Martineau, when in the midst of her most pressing engagements with publishers, used to walk an hour every day in the open air, regardless of weather, and asserted that the practice kept her well and vigorous not only in body but also in mind. Dickens and Tennyson and Macauley were habitual walkers. For people whose occupations are sedentary walking is usually a delight as well as a restorative. It is better medicine than any that ever was put up in bottles of whatever price. It gives firmness to the muscles and imparts steadiness to the nerves. It fills the lungs with fresh air and makes good blood and insures clearer thinking.

In this age, when there are so many temptations to ride, people who want to be "fit" at every hour in the day should adopt two rules—to secure a sufficiency of sleep in well ventilated bedrooms, and to allow themselves the inexpensive but priceless recreation of at least one hour every day of brisk and cheerful walking. The walk-cure taken persistently but in moderation, is the sovereign remedy against the too early advance of old age.

GOOD TRAINING FOR THE MEMORY.

"Committing to memory comes easier as you get used to it," says the actor.

"Deliberate, constant practice will develop most any of the human faculties," psychologists tell us.

"A good memory, when coupled with clear reason, is one of the greatest mental assets of the business man," says a commercial magazine.

"No man is greater than his memory," has become a catch phrase in memory school advertising.

"The height of the pinnacle is determined by the breadth of the base," said Emerson, referring to the fact that you can train your mind to do most anything if you

really want to.

There is hope for you of the poor memory.

No one denies that memory is a matter of health, poise, will and practice.

When you are dull, apathetic, unenthusiastic, your senses are not open to impressions. Nothing strikes you hard enough to leave an impression. Result—a slack memory.

When you are one of those objectless, motiveless individuals who take no pleasure in their work—your memory can't be of the brilliant sort.

When your health is poor—your blood too thin to move your thought mill, you complain of forgetfulness.

When engaged in certain pursuits where one faculty is used or overused, to the exclusion of others, the memory lobe of the brain may be fallow and inactive. "Dear me," you say, "how things slip my mind."

These are most of the conditions that create poor memory. Here are a few ways to counteract them.

If you have found the work for which you are fitted, and in which you take pleasure, select certain particular faces, names or dates, and by conscious effort inscribe them on your memory tablet. Do this each day. Review them once, twice or three times before you leave in the evening or when you return in the morning.

If you have considerable leisure and are fond of reading, each day commit to memory a line or so of poetry, some aphorism, epigram or joke.

At the end of the month you'll be surprised to note how your efforts to memorize have enriched your mind. Some might even think you a prodigy.

When your whole brain acts like a balky horse, and memory suffers with the rest of it, the only thing to do is to call a halt and rest. Overwork always results in poor memory. If you try to memorize too much you forget more than you can remember.

If you let every little disappointment settle in your heart or in your temper, your memory will be less receptive and less retentive. A pleasant mental attitude will help you all around.

Do not try to become a memory marvel. Because some people can repeat verbatim whole chapters of books they have read, don't expect that you can do the same. Perhaps you could with practice, but you need some of your time to develop other faculties. Memory prodigies seldom make their mark as great thinkers.

Don't read too much. It is much better to read a little of the best, and select a few facts for your memory tablet, than to wade through jungles and morasses of reading matter without any definite impressions at the end. This is old, old advice, but it's good for you of the poor memory.

THE MONTESSORI METHOD.

That weak-minded children taught by the Montessori method are able to pass an examination in reading and writing with normal children; that the smallest youngsters learn to write in marvellously short time and go into a frenzy of delight when they find they have mastered the art; and that the teacher plays an entirely new role in the direction of the school: These are notable facts reported with regard to the educational system of Dr. Maria Montessori, the Italian physician and teacher, whose experiments have aroused great interest in this country.

In a bulletin just issued for free distribution, the United States Bureau of Education seeks to make a conservative, impartial study of the new system, pointing out the principles and methods which really distinguish it from all others. It is shown that the system has in effect developed out of the elaborate modern science of child-psychology, based upon the work of Wundt, in Germany.

In essence the "Montessori method" is a system of self-education for young children; of education through the principle of child liberty. "Toward single individuals, one by one observed, education must direct itself," says Dr. Montessori. In her system the teacher, instead of teaching and correcting, merely observes and directs. Hence she is called the "directress." Needless to say, the personality of the "directress" is of fundamental importance.

The Montessori method was first used extensively in the so-called "Children's Houses" (*case dei bambini*)

which form part of an attempt to solve the housing problem for the poor in Rome. Mothers who go out to work by the day leave their very young children behind in the model tenements. Dr. Montessori was invited to undertake the organization of "infant schools" in these tenements, and it was here that her methods had their first test with normal children.

American educators who have investigated the work in actual operation tell of many interesting features. The children appear to be left entirely to themselves, yet order in the best sense prevails. To a large extent each pupil is found engaged according to his natural interest. At certain times there are games in common. In the game of "silence" the children exert themselves to see how absolutely quiet they can be. The result is thus told in Dr. Montessori's own words:

"It seems as if life gradually vanishes, and that the room becomes, little by little, empty, as if there were no longer any one in it. Then we begin to hear the tick-tock of the clock, and this sound seems to grow in intensity as the silence becomes absolute. From without from the court which before seemed silent, there come varied noises—a bird chirps, a child passes. The children sit fascinated by that silence as if by some conquest of their own. 'Here,' says the directress, 'here there is no longer any one; the children have all gone away.'"

A typical Montessori program consists of informal conversational periods; lessons with short rest intervals between; games, both free and directed; simple gymnastics; clay modeling; collective singing; inspection as to personal cleanliness, etc. Music, poetry, and dancing are used to develop the child's rhythmic sense. It was found that after the children had learned dancing they ceased instinctively the ugly jumping they had been in the habit of doing. Although Dr. Montessori borrowed many of the ideas and exercises for her system from Froebel, as she frankly admits, her method lacks the touch of mysticism and the symbolic elements of the kindergarten. The material used, much of which was invented by her, is carefully devised to promote muscular co-ordination and sense perception, the two directions of functional growth in young children.

Several American educators have been abroad studying the work in the Montessori schools, and some attempts have already been made to introduce the system into this country. It is likely that other attempts will be made in the near future.

THOSE WHO HINDER AND THOSE WHO HELP THE CAUSE OF EDUCATION.

In the educational world, as elsewhere, you will find individuals who have never a good word to say of any co-worker or undertaking, however obvious real merit may appear. Whether it is downright jealousy, or a mistaken conviction that anyone or any undertaking that does not accord in all particulars with their ideas should be frowned upon, these narrow-minded individuals work injury to any cause with which they are identified. In sharp contrast to this "knocker type," and a welcomed and helpful acquisition to any cause, is he who praises and encourages meritorious and well-intended effort, despite the presence of some flaws or shortcomings. With him net results are the main thing. Perfection is not of this world. Let us have fewer "knockers" and more "boosters" in the field of education.—"T. H. S."

The Card Index.—A community card index ought to be a profitable investment. Into it might go clippings from papers and magazines, the titles of articles met with in the weightier periodicals, brief, helpful criticisms of books read, hints on classroom methods and quotations that merit preservation. Properly indexed and neatly kept, it will grow through the years and become in course of time a treasury of good things.

The Second Summer Session of the Sisters College at the Catholic University of America witnessed an increased attendance, a more numerous corps of instructors and a high degree of efficiency in the work done. It is to be hoped that Sisters College will receive the support and encouragement it so well deserves, and that the third summer session will be the occasion of even greater jubilation.

The Pastor and The School --- Some Points of Relation.

By Rev. Joseph H. McMahon, Ph. D., New York.

If it axiomatic that a good priest will in all things think and feel with the Church, he will regard the Catholic education of our people in this country as of supreme importance. He will endorse all that the Bishops in Council have repeatedly said. He will do his very best to translate into accomplished fact their urgent exhortations. Now a very cursory consideration of Catholic educational statistics and the slightest acquaintance with our school work will convince any inquirer of the soundness and sincerity of the feeling of the great body of our clergy, on the essential facts of the needs of the Catholic elementary school. The heavy burdens, not merely of financial obligation, but of personal effort, that so many of our priests willingly undertake and support, for the sake of their schools, bear most eloquent testimony to their really Christlike spirit and tenderness of heart. The touching, sometimes pathetic pride shown by priests in their schools, is evidence of their absorbing zeal. But sometimes the very vigor of that personal force, which is such an immense asset to the Catholic schools, may interfere with, or defeat its aim. For in school matters at the present day, zeal needs to be well informed and well directed. Every priest engaged in the parochial ministry knows by practical experience the superiority of Catholic education in all substantial things. He would not be conscientious if, when inviting his people to send their children to Catholic schools, he were not convinced that he was not asking parents to impose a handicap on their offspring in the game of life; and that conviction spurs him on to seek to improve his school in every way. In his efforts he is aided by the marked improvement in pedagogical training developed among the religious communities from which his teachers are drawn, a development that has issued so splendidly in the establishment not only of normal schools in individual novitiates, but lately of the Sisters College at the Catholic University.

Information the Pastor Should Have.

But what he particularly wants and looks for is, 1. accurate information as to the precise standing of our schools with relation to others. This information must come to him in the concrete, must be absolutely reliable, and available for immediate use, not only with outsiders, but with his own worst enemies, those of the household of the faith, who are obsessed by the fetish of the public school. 2. He wants to be kept informed of the educational problems of the present day, and their Catholic solution. He wants to know the educational situation, and to have it discussed by competent authority. These wants are in a fair way to be met by our Catholic educational reviews, but I think I am right in saying that every pastor feels that there should be some special training in the Seminary, that would enable the young priest to enter the ministry with some general idea of those educational conditions that form so important a factor in our Catholic life; and to grapple with the difficulties and problems that will confront him in the educational world, in the battle that is so certain to be fought out bitterly in the near future, to secure the religious education of our children.

Even without that specialization, the pastor will doubtless have such intelligent interest in contemporary educational affairs as will enable him to supply his teachers with much information they would not otherwise be able to acquire; to keep them abreast, not with the fads, but with the thought of the times; to acquiesce readily in their modest requests for improved apparatus and equipment, to proffer suggestions that will keep our children in the healthy stream of our country's civic life.

A Few Practical Suggestions.

May I offer a few practical suggestions in this direction? I am perfectly aware of all the dangers of the public library. Some of the dear delightful bigots, who keep the faith alive amongst us, are, I know, horrified at the thought of allowing our children to use the public library.

But the children, as a matter of fact, are using them, and will use them. They will use them with profit if carefully directed. Who is to direct them? Naturally their teachers. But how is the nun or the brother, occupied with a ceaseless round of spiritual exercises, when not actually employed in class or in preparation for class, to know the merit of the heavy output of juvenile literature, or the value of all that is offered as supplementary reading? Could not the wise pastor, who knows perfectly well that our children need the same mental pabulum as other American children, if they are to meet these on equal terms, now and later on, communicate some of his knowledge of suitable books to his teachers, so that they might tell their children what to read? When I reflect on the dreadful literature that was suggested to us unhappy mortals in our youthful days, and when I see the splendid opportunities offered to the youth of today, I must confess that I yearn for the apostle who will feel called upon to do this humble but helpful work among our religious teachers. Our public libraries are offering great opportunities to our schools, but usually it is the narrowness of some austere pastor that blocks the way; so, too, with our museums, art galleries, etc. I do not of course know how it is throughout the country, except from such information as I glean from technical journals, but I do know that the great state of New York, and especially the city of New York, offer magnificent advantages that are not availed of in many instances, because either they are not known, or because of indifference, or idiosyncracies on the part of those in the parochial ministry. It seems poor judgment to neglect to take everything we can from the state, since our money is largely paying for these advantages. Thus evening schools, industrial schools, vocational schools, and the hundred and one means of betterment offered by many of our more enlightened municipalities, could be safely used by our children after leaving our schools, if pastors had sufficient interest to inform themselves of these things and impart their information to their teachers and to their children. It would not be amiss for our Catholic school boards to disseminate information of this kind.

Certain Hindrances to Catholic Schools.

Moreover, the pastor, upon whom, after all, the burden of our education falls heaviest, since he is the man who has to pay the bills, find the money to do so, create and support public interest in them, may fairly question whether the authorities do as much as they might to help him, and his charges. There are in many places disabilities placed upon the children in our Catholic schools that should be removed. In some instances they are penalized; when, for example, a higher passing mark is required of them than is required of the public school children, their constitutional rights are invaded. But who is to make the fight for them? Certainly not the pastor; but it is the pastor who has to meet the complaint of his people against the injustice done to their children, and it is he who has to try to keep his children in his school, when he knows better than they the injustice to which they are subjected, and has to look on helpless while those who could make the fight remain inactive. The vigorous action recently taken in Pennsylvania in a matter of this kind shows what can be done, but at the same time emphasizes all the most strongly what is not done. Note for example the curious educational conditions obtaining today in New York city and state. The system of regents' examinations has many commendable features, but little by little it has become a tyranny, and is largely responsible for a lack of thoroughness in teaching as well as in scholarship in curriculum that is rapidly causing a marked deterioration in our educational system. But in New York City, even though the children in our Catholic high schools pass the regents' tests, they are not admitted to the city training schools without additional tests, that practically compel

them to spend an additional year in the public high schools.

Where Parish Schools Should Save.

Another just cause of complaint on the part of the pastor is this: it is a commonplace of trade, that the larger the quantities purchased, the more reasonable or lower the prices paid. Now it would seem as if in a diocese of say one hundred schools, all using considerable quantities of textbooks, writing materials, and school supplies in general, a vast saving could be effected if such articles were bought in gross by a central school body and sold at cost with a slight increase for the expense of distributing. At least one diocese to my personal knowledge does this. Why does not every diocese adopt such a businesslike system? I am free to confess that first and foremost the pastor is usually in the way. His own selection, or that of his principal, governs as a rule the choice of textbooks, etc.—hence a bewildering heterogeneity. Even so could not some selection be made by a central board that would allow a reasonable latitude for personal preferences, yet secure a tangible good, in a marked betterment of price? My particular gorge rises at being compelled to pay for a book ten or twenty cents in excess of the price paid by the board of education for the same book, when my business knowledge tells me that though the few hundred copies I buy do not entitle me to a greater discount, still there are twenty or thirty thousand copies of that book purchased in one year by our Catholic schools which, if they were bought by a central body, would cost us only a shade more than they cost the board of education, even if that. And so on through all the range of specialties, music, drawing, physical culture, etc. We pay comparatively high prices for these specialties because of lack of comprehensive business methods, and also, I am afraid, because of personal assertive influences. This points to a defect in organization that could, I think, be remedied, and doubtless will be remedied, as the organization of our diocesan school boards becomes more perfect. While waiting for all these improvements, if, indeed, they are such, the wise pastor will be content to recognize his limitations and while keeping closely in touch with his school, and appearing in it with sufficient frequency to let his little friends know that behind the principal and the teachers he stands as a benevolent "deus ex machina," will allow his teachers to have an to exercise that real authority, which experience in the classroom shows they require.

HYGIENE AND SANITATION.

By Frederic J. Haskin.

The work that has been done in the past has demonstrated that the rallying ground for the cause of public health is in the schools. Among the masses of the people it has been difficult to induce the fathers and mothers to accept the teachings of modern sanitation. Always skeptical about "new fangled notions," they refuse to believe in germs. With the children it has been found different. While in a measure influenced by the mental attitude of their homes, their minds are still open, and where hygiene has been taught properly and persistently there has been marked results.

There are more than 18,000,000 pupils enrolled in the schools of the country. To teach them both by precept and example there are more than 500,000 teachers. With these teachers to captain the fight for the spread of hygienic knowledge, a proper campaign, it has been estimated, will be the most effective of all the health agencies at work. The main difficulty is to awaken the teachers themselves to the importance of the crusade. Gradually the teachers in the urban schools are being equipped for this work, and there has been great progress in the same direction in the rural schools. More than half the school children of the land already receiving fairly satisfactory hygienic instruction, although the majority of those do not get as much training of this kind as they need.

Someone has suggested that in every city in the country there ought to be set aside one day in each month when the children could be taken through some bacteriological laboratory and there permitted to see the germs of some of the principal diseases with their own eyes. The effect of such a program may be gathered from the results of the Rockefeller sanitary commission's crusade against the hookworm. When that crusade began the people of the south were as incredulous as any doubting Thomas could

be. But when they saw with their own eyes, they said "seeing is believing" and positive antagonism was transformed into warm co-operation. The sanitarians of all Europe are now pointing out the magnificent results that may be accomplished by a well rounded campaign of education, as evidenced by this crusade against the hookworm.

Practical Hygiene in Schools.

Many schools, even in the rural communities, are teaching their pupils practical hygiene in a very practical way. One teacher aroused the interest of her children in an effort to abolish the common drinking cup. They held a little entertainment and raised enough money to get a sufficient number of tin cups to go around. Each cup is numbered, and each child has a number to correspond. When they got their drinking cups the next thing was to inspect their water supply. It was found that the spring from which the water came received the drainage of a hog-pen in very wet times. The teacher also had a chart made showing the various strata of rock in that vicinity, and thus showed that the water-bearing vein which supplied the spring sometimes received water that percolated from the vicinity of a dwelling. All the children entered into these little sanitary investigations with vim and gusto, and thus they had hygienic measures applied to them the while they were learning their lessons of practical hygiene.

In many cities teachers have made good use of various government publications in impressing upon the children the great value of preventive medicine. The public health and marine hospital service some years since studied the milk question in its relation to the spread of typhoid fever, scarlet fever and the like. It shows how cases break out on given milk routes while others are absolutely free from the epidemic. It also shows how, when there is a case of typhoid fever on a dairy farm, there nearly always follows an epidemic on the milk routes supplied by it. When the children thus see the case brought right down to their own cities and their own milk supplies, they get a lesson that sticks.

One hope engendered in the work of educating children in preventive medicine is that it will make them more intelligent voters when they begin to take part in municipal affairs. It has been found that one of the principal difficulties in the way of prosecuting sanitary measures in many cities and towns arises from a large percentage of the population being home owners. For instance, in mill towns, where the operatives own homes, they are seldom willing to vote for the expenditure of an adequate sum of money to secure proper sanitary conditions. Where a larger proportion of the householders are tenants it is much easier to secure the passage and enforcement of proper sanitary measures. It is hoped that the education of the children as to the importance and the economy of adequate expenditures for sanitation purposes will remove this difficulty.

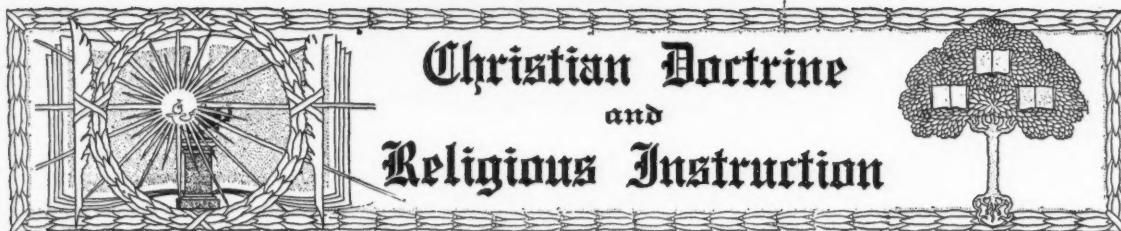
Deaths by Various Diseases.

It has been suggested that there ought to be placed in every school a series of charts showing graphically the number of deaths from various diseases in various countries, states and cities. This would show that we have six times as much typhoid as Norway, five times as much as England. It would show that since the doctors came to know about the typhoid germ they have cut down the number of cases to half its former proportions, and that the same thing has happened with consumption and diphtheria.

A number of elementary textbooks have been written upon the subject of hygiene that would be invaluable to the cause if they were widely used. One of them is particularly striking in its manner of treating the subject. The actual cost of publication of this little work, in lots of 100,000, would scarcely be more than 5 cents a copy. Yet 100,000 of them put into the school libraries of the country would probably make 1,000,000 converts to the public health cause in a single year.

The use of moving pictures in the instruction of school children in hygiene is being resorted to in a few schools, and the possibilities of this kind of instruction are unlimited. The National Association for the Study and Prevention of Tuberculosis recently issued a pamphlet giving a list of motion pictures dealing with health subjects. Each of these films is described, eleven in all. One is "The Red Cross Seal," and another "The Awakening of John Bond,"

(Continued on page 205)



MONTH OF THE ROSARY.

October is best known in the Church as the month of the rosary. The rosary is at once the most appealing and most misrepresented of all Catholic devotions among those who do not understand its meaning. During this month do not fail to explain to your pupils the full significance and value of the rosary devotion, and encourage older pupils to say it daily.

Few practices of the Church are more widespread than the rosary of the Blessed Virgin. It consists of the best of all prayers—the Apostles' Creed, the Our Father, three Hail Marys, and the Glory be to the Father; then the Our Father and ten Hail Marys repeated five times. This constitutes the beads, or one-third part of the rosary. During the recitation of these prayers the mind should be occupied meditating on the principal mysteries of the life of Our Lord.

These mysteries are divided into the five joyful mysteries; the Annunciation by the Angel Gabriel, the Visitation of the Blessed Virgin to St. Elizabeth, the Birth of Our Lord, the Presentation, and the finding in the temple, the five sorrowful mysteries; the agony in the garden, the scourging, the crowning with thorns, the carrying of the cross, and the crucifixion; and the five glorious mysteries: the resurrection, the ascension, the descent of the Holy Ghost, the Assumption of the Blessed Virgin, and the crowning of the Blessed Virgin in Heaven.

Any one of these mysteries furnishes sufficient material to occupy the mind of man for hours. These mysteries contain the whole history of the Redemption. The prayers and meditations of the rosary satisfy the minds of the humblest, while they are sufficient to occupy the attention of the most exalted and most cultivated.

STUDENTS' EUCHARISTIC LEAGUE.

The decree on frequent and daily Communion urges that the practice be promoted especially in all Christian establishments for the training of youth. It was the fulfillment of this purpose that inspired the formation of the Students' Eucharistic League in St. Ignatius College. The organization has grown steadily till it now numbers 350 members, who receive Communion at least once a week. The movement has spread to many colleges, academies, parochial schools and parish associations. The excellent results in every instance prove that this is a practical means for educating our Catholic people up to the ideal of the Decree.

There are no prescribed regulations or conditions for the formation of the Eucharistic League; so that every school or parish is free to make its own arrangements. In order, however, to answer many requests for information on this subject, we send the inclosed leaflets, supplemented by the following points suggested by experience.

1. The specific object of the Eucharistic League, which differentiates it from other associations, is simply to promote the practice of frequent and daily Communion. Therefore, in our college it is not attached to any pre-existing organization.

2. The essential condition for membership is made as simple as possible, viz., to receive Communion AT LEAST once every week. Sunday Communion as the complement of Sunday Mass is possible for practically all Catholics. This requirement will be readily accepted by many who would be repelled by stricter conditions. Those who are able and disposed to do more can be urged and guided by confessors and teachers.

The plan of having three classes of members has been tried with success. First class, those who receive Communion practically every day. Second class, those who receive Communion at least twice a week. Third class, those who receive Communion at least once a week.

This arrangement has the advantage of holding up the perfect ideal of the Decree, while it adapts the League to the various conditions and degrees of devotion of all possible members.

3. The method of conferring the badges, explained in Regulation III of the leaflet, possesses special efficacy. It serves as a moral force appealing to the honor of the members and impelling them to live up to the conditions. The plan of putting the members on their honor has proved satisfactory. Though this arrangement prevails in most places where the League has been organized, it is not essential. Any badge may be adopted and bestowed as the director sees fit.

It may be added that it is not necessary to have a badge at all. During the first two years, the names of the members of our association were enrolled on a large tablet. In this way any teacher can organize a branch of the League in his or her class room without expense.

4. No particular time is assigned for meetings. Each class elects its own officer or promoter, and these elect a promoter general. These officers, together with the director, constitute the council or governing body.

5. Though no formal ecclesiastical approbation has yet been given to the League, the enclosed leaflet shows with what favor the movement is regarded by our Holy Father. It is hoped ere long that it will be approved and such indulgences and spiritual favors granted to all the members.

RELIGION IN OUR SCHOOLS.

Rev. W. J. Fitzgerald, Supt. of Schools, Hartford, Conn.

Of primal importance to the Catholic educator is the problem of religious instruction in our schools. Firm conviction of the absolute necessity of "religious instruction as the basis of morality and sound education" is the cause of our existence as a separate school system. If this is lost sight of; if religion is forced to occupy a secondary place in our curricula; if entrance into the high school, and high honors in competitive state examinations are to be the motive power of our efforts; if religious teaching does not pervade the entire school life, then we are false to our principles, unworthy of the confidence placed in us by Catholic parents, traitors to the cause of Catholic education and doing irreparable wrong to the souls committed to our care. No one, at all jealous of his reputation as an educator, will today deny the necessity of religious training in our schools, if we would have education in its complete sense—the simultaneous cultivation of the physical, intellectual and moral being, the whole man.

Religion, therefore, must be taught, but how? To those who have heard or read the able papers of Right Reverend Monsignor Shahan, of Doctors Shields, Pace, Duffy, Yorke, Sauvage, Father Gibbons, Brothers Baldwin and Waldron and of many other thoughtful educational leaders, it would appear the acme of folly and presumption for me to hope to add one word to what they have so exhaustively presented. All I shall attempt to do is to recall to your minds some of the principles they have so convincingly established.

Religion Should Be Taught Pedagogically.

I submit, therefore, that the principles of pedagogy, recognized in other departments of education, should be followed in the teaching of Christian doctrine and that the matter of instruction should be correlated with the child's previous thought and experience. Formerly the order of procedure in teaching was: 1—words, 2—ideas, 3—things. Today the order is: 1—things, 2—ideas, 3—words. In the psychological order definition comes last. From countless experiments the laws of nature have been deduced and from numberless examples the definition should be formulated. Food must be digested before it

becomes part of our flesh and blood, and truth must be assimilated—made part of ourselves—if it is ever to become vital and function.

We must prepare the mind of the child for the reception of the new truth we are going to develop. It must be illustrated and set forth in as concrete a setting as possible. We must make the child understand, as far as it is possible for him to understand, the things of God, the truths of our holy religion, before we ask him to memorize the definition of any doctrine. This is the commonly accepted teaching with regard to the other subjects of the curriculum and for the life of me I cannot conceive why we should depart from it when it is a question of teaching Christian doctrine.

Nor can this be logically construed as opposing the memorizing of the catechetical definition. It is well to have a concise and precise formula to express our faith, but the mere memorizing of unintelligible words has never given, nor will it ever give, a true knowledge of doctrine or of anything else. "Memory," says Doctor Shields, "should be used to make the truth already understood a lasting impression." We must prepare, and prepare the day before, the class of Christian doctrine with the same care we prepare the lesson in arithmetic, history, language and geography. Explain, illustrate, understand as far as is possible, then define and memorize. Things, ideas, words.

Truths of God Make For Right Living.

All knowledge exists for conduct, and as "every cognition which fails of expression violates natural law," so must the truths of God, if properly assimilated, make for right conduct in our every day life. We may know our religion without being religious, and we may refute error without following truth. We may teach religion; we may cram the mind of the child with dogmatic definitions; but unless this has some bearing on his daily life, of what profit is it? Far better, perhaps, if he had never known the truth. "I would rather feel compunction than know its definition," says the author of the Imitation. We must make our schools not only schools for religion, but religious schools, and the parrot-like repetition of answers to two or three questions for half an hour each day does not make them so. Religion is alive and we must live it. It must be practiced, if we would make it vital. "Faith without good works is dead."

To my mind there is danger, unconscious it may be but nevertheless real, of making the teaching of religion a training of the intellect alone and not of the intellect and will. "The letter killeth, the spirit giveth life." Are we teaching the child to live his religion? Are we instilling into his young soul a pulsating love for the person of our Divine Lord? Are we training him to practice devotions, frequent confession and holy communion, fidelity to the Holy Mass, not alone on Sundays and holy days, but on week days, visits to the Blessed Sacrament, intention in every prayer he utters in school and out of school, prayers for the dead, conduct in time of temptation, tender love for our Blessed Mother, the guardian angel and the patron saint? Are we explaining to him the liturgy of the Holy Mass with all its beauty and color and all the richness of its symbolism? In a word, are we creating in our schools, and through our schools, in our parishes, a religious atmosphere which is the breath of life to the Catholic soul?

Correlation and Religious Instruction.

Furthermore we are told that correlation of subject matter is a positive demand today; and religion is the only center around which revolves all human knowledge. If we would teach history, it must be as the working out of Divine Providence with regard to nations as well as to individuals. If we would teach geography, we must treat of the earth created by God as the temporal home of man. If we would teach language, it must be as the vehicle builded by Almighty God to praise His name. And so with the other subjects, if we wish to be in accord with true educational principles, we cannot separate God from the work of His hands. Religion must be the motive power of the Catholic child's actions, the warp and woof of his very life. Catholic truth, Catholic achievements must be made manifest. Catholic faith and morals must be guarded if we would be true to our high vocation of Catholic teachers, for in the final analysis as the teacher so the pupil.

NECESSARY EXPLANATIONS IN CATECHISM.

The teacher of catechism should explain the doctrinal meaning of words and expressions. There are many words, the mere sound of which gives the child no clue to the meaning; as, Eucharist, Transubstantiation, etc. Here again we may leave the teacher to the dictates of his own judgment, telling him, at the same time, to estimate the intelligence of the children at the lowest prudent figure, and even to distrust them in much of what they seem to comprehend. It is natural for children to deceive themselves, both from an ignorance of the actual extent of their knowledge, and also from an unwillingness to appear ignorant of what they imagine the teacher thinks they should know. Let this be his rule: Explain the entire lesson with such clearness, that the children not only may understand it, but that they must understand it, and cannot remain ignorant of what it contains.

Not content with this, he should, as has been said, explain the particular doctrine treated of in the lesson; as, the doctrine of the creation, the fall of man, original sin, the Incarnation, the Redemption, the eternity of rewards and punishments hereafter, etc. He should especially be careful to explain whatever relates to the everyday duties of the Christian. The most important of these are: Respect and obedience to parents; avoiding the occasions of sin; restraining the tongue, and the inclination to anger; daily prayer; respect for the Church and for holy things; the Mass, and the obligation of assisting devoutly at it on Sundays and holy days; all that relates to the sacraments of Penance and the Holy Eucharist, and, in a word, whatever be known to bear directly on the conduct and duties of the young, in the particular circumstances in which the children of his class are placed. His duty is not merely to teach them to know, but also to fulfil, the obligations of Children children in the present, and give promise of doing so in the future. Instructions of this kind should not, however, be given formality in so many lectures, but should be made to flow naturally out of the explanations of these subjects, when the children are engaged in studying those parts of the catechism that treat of them.

It will no longer appear strange to the teacher that I should have insisted so strongly upon his studying the lesson before presenting himself to the class; nor that I should have requested him to spend the entire time allotted to the recitation with it. The necessity of both will be apparent to him.

Explanations of Church Ceremonies.

The foregoing are what may be called necessary matters for explanation, and cannot be neglected without a dereliction of duty. There are others not so necessary, but which are very useful, as their explanation will give the children a more intelligent view of many of the ceremonies and pious practices of the Church, and will serve, at the same time, to interest and entertain the class, when, from some reason, the teacher may have leisure at his command. He should even vary the exercises by occasionally taking a little time for such explanations. It will divert the children, at the same time that it becomes a source of useful information. The following are a few of these subjects: The Agnus Dei and scapulars, and why they are worn; holy-water, and its various uses; blessed candles, and why they are burned at the bedside of the dying; the sacred vestments, and the meaning of their different colors; the sacred vessels of the altar; pious pictures and statues, and the meaning of the different attitudes in which the same saint may be represented in them; Vespers, Benediction, church music, and a number of similar things not explained in the smaller catechism. We forget to profit by that curiosity so natural to children, which desires an explanation of every object that comes under the eye. If they cease to ask for it, it is because they have had too great fear of the teacher; or because experience has taught them that he will not comply with their request. Yet nothing else will so much endear him to them, or enable him to arrest their flagging attention, as explanations like these. That moment they begin to look upon him as a repository of liturgical knowledge, a sort of walking dictionary of ecclesiastical lore, if his kindness be proportionate to his learning, he is master of their hearts, and can teach them with pleasure and profit. He should inquire of the pastor what books of the library contain information on these topics.

October Memory Verses

I will not hurt a living thing
However great or small;
The sheep that graze, the birds that sing
My Father made them all.
Without His notice, I am told,
A sparrow cannot fall.

—Selected.

There's a knowing little proverb
From the sunny land of Spain;
But in Northland as in Southland,
Is its meaning clear and plain.
Lock it up within your heart,
Neither lose nor lend it—
Two it takes to make a quarrel
One can always end it.

—Selected.

If a task is once begun
Never leave it till it's done
Be the labor great or small
Do it well, or not at all.

—Phoebe Cary.

The work of the world is done by few,
God asks that a part be done by you.

—Buchner.

The world is so full of a number of things,
I am sure we should all be as happy as kings.

—Robert Louis Stevenson.

Small service is true service while it lasts.

Of friends, however humble, scorn not one,
The daisy, by the shadow that it casts,
Protects the lingering dew-drops from the sun.

—Wordsworth.

Two ears and only one mouth have you;
The reason, I think, is clear;
It teaches, my child, that it will not do
To talk about all you hear.

Two eyes and only one mouth have you;
The reason for this must be,
That you should learn that it will not do
To talk about all you see.

Two hands and only one mouth have you;
And it is worth while repeating,
The two are for work you will have to do
The one is enough for eating.

—Miss E. R. Stoddard.

Sowing

Out in the highways, wherever we go
Seed we must gather, seed we must sow;
Even the tiniest seed has a power,
Be it a thistle or be it a flower.

Out of each moment some good we obtain;
Something to winnow and scatter again;
All that we listen to, all that we read,
All that we think of, is gathering seed.

Gathering seed, we must scatter as well;
God will watch over the place where it
fell.

Only the gain of the harvest is ours:
Shall we plant thistles, or shall we plant
flowers?

—Josephine Pollard.

A room hung with pictures is a room hung with
thoughts.—Sir Joshua Reynolds.

Out in the field is the golden rod
Waving and nodding its yellow plumes;
White is the silk in the milkweed pods,
In the yellow days of October.

—Selected.

Be good, sweet maid, and let who will be clever;
Do noble things, not dream them, all day long;
And so make life, death, and that vast forever
One grand, sweet song.

—Charles Kingsley.

Oh, many a shaft, at random sent,
Finds mark, the archer little meant!
And many a word, at random spoken,
May soothe, or wound, a heart that's broken.

—Walter Scott.

Fill up each hour with what will last;
Buy up the moments as they go;
The life above, when this is past,
Is the ripe fruit of life below.

The sweetest bird builds near the ground,
The loveliest flower springs low;
And we must stoop for happiness
If we its worth would know.

—Charles Swain.

Two men look out thru the same bars
One sees the mud and one the stars.

—Langbridge.

Write your name in kindness, love and mercy on the
hearts you come in contact with, and you will never be
forgotten.

—Chalmers.

Little Brown Hands

They drive home the cows from the pasture,
Up thru the long shady lane,
Where the quail whistles loud in the wheat
fields
That are yellow with ripening grain.

They toss the new hay in the meadow,
They gather the elder blooms white,
They find where the dusky grapes purple
In the soft-tinted October light.

They wave from the tall rocking tree-top,
Where the oriole's hammock nest swings;
And at night they are folded in slumber
By a song that a fond mother sings.

Those who toil bravely are strongest,
The humble and poor become great,
And so from these brown-handed children
Shall grow mighty rulers of state.

The pen of the author and statesman,
The noble and wise of the land,
The sword and the chisel and palette
Shall be held in the little brown hand.

—M. H. Krout.

He that can not forgive others breaks the bridge over
which he must pass himself; for everyone has need to
be forgiven.—Herbert.

We impart to the smallest acts the highest virtue
when we perform them with a sincere wish to please
God.—St. Francis de Sales.

October Busy Work with Autumn Leaves

Miss M. E. Richards, San Jose, Cal.



I.

October with its mellowness and fragrance, its beauty of coloring and ripeness of growth! It is in this month that we see the realization of nature's work thruout the spring and summer. The year's fruition is now apparent. The work of Mother Nature is now complete.

All plant life at this time is in the most interesting stage—the fulfillment of the promise of the earlier seasons. We have so many, many things to study that it is hard to make a choice. The bursting pods, the scattering seeds, the whirling leaves, the falling nuts, and the ripening fruits all present a tempting array of interest and beauty, and inspire us with a desire to learn more of them.

The study of leaves and trees begun in September should be continued. Even the boy or girl who pro-

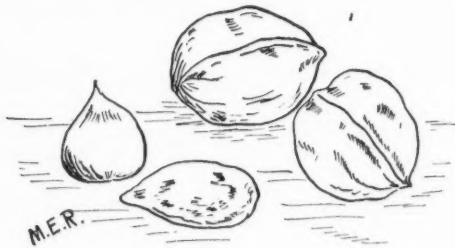
fesses to "hate drawing and painting" will be attracted by the glorious beauty of the autumn leaves and berries, and tempted to represent them on paper.

This being the month of richest color, a splendid opportunity is presented for the study of tone. Have the children search for leaves showing different tones of the same color. This cultivates perception and at the same time stimulates the interest. These color tones should then be reproduced in water color or crayon in carrying out the leaf designs. These may be used for borders, corners, surface patterns, or any other suitable decorative work. Other designs may be made, using but one tone as illustrated in Fig. 1.

Be sure to have the children notice carefully the time of the various changes. On which tree do the



leaves turn color first? Which last? Which is the first to shed its leaves? When is the greatest leaf-fall? What causes it? Have them study the climatic conditions and make note of them.



III.

At the beginning of the month the pupils should memorize that beautiful poem by Helen Hunt Jackson, "October's Bright Blue Weather." They should reproduce in color some of the beautiful word-pictures it presents; for example:

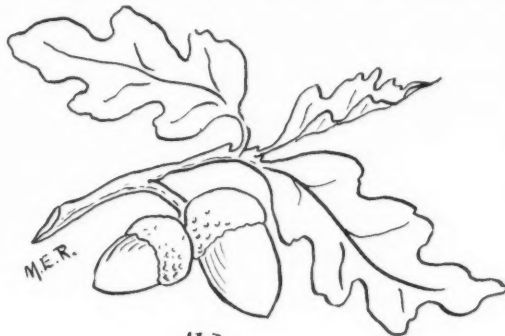
"When on the ground red apples lie
In piles like jewels shining,
And redder still on old stone walls
Are leaves of woodbine twining.
When all the lovely wayside things
Their white-winged seeds are sowing,
And in the fields still green and fair
Late aftermath are growing."

This lends to landscape rendering, which is always a delight. Have the children draw and paint simple landscapes showing the autumn characteristics and coloring. Direct them in the choice of subjects, suggesting the important points and the omission of detail. Keep

some of these pictures for comparison with those which they will make in other seasons. The child's own reproduction of a familiar scene showing the various seasons is to him a cherished possession.

The study of fruits should be continued. The grape with its beautiful leaf and graceful vine and tendrils makes a charming subject for work with pencil, brush or scissors. See Fig. 2.

Then there are the nuts of various kinds (Fig. 3), and the acorns, (Fig. 4). Oh the joy of nutting-time!

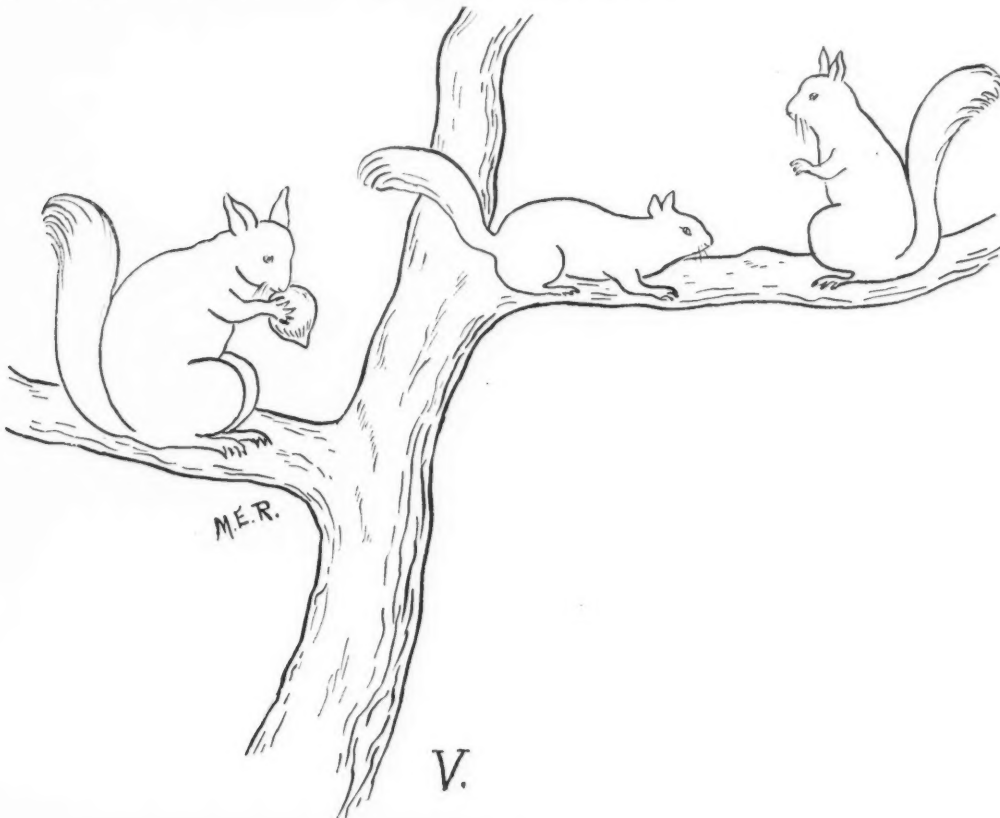


IV

Take the children out into the woods, if possible, and let them have the pleasure of gathering the nuts and watching the busy little squirrels laying in their winter's supply.

The study of animal-life is closely related to that of plant-life and the children never tire of watching the lively little creatures of the woods and fields. These form the subject of many interesting lessons in drawing and paper cutting, as illustrated in Fig. 5.

Oh, there are so many, many, delightful things to do and to make! So take your brushes and your scissors and go to work.



V.

Elementary Agriculture and Nature Study

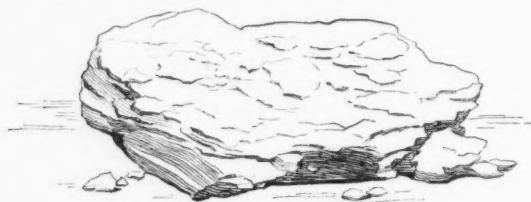
By Grace Marian Smith of I H C Service Bureau

THE STORY OF THE SOIL

Have you seen ravines fill up?
And hills wear down?
And fields that were rolling become level?

The surface of the earth is constantly undergoing changes of this kind.

In many parts of the country there are still large areas of rock, which have not disintegrated to form soil. If you live in such a section you already know something about how soil is formed. Those who live in a country where the rock surface is already covered



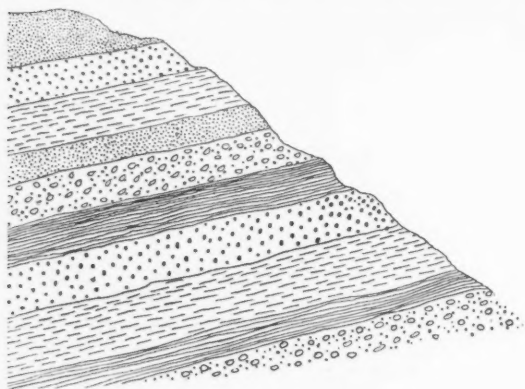
A rock breaking up by weathering

with soil can see something of the process by studying the side of a cut made for a railroad, or any other vertical section of soil.

In many parts of the United States, notably the New England states, Virginia, Tennessee, Wisconsin, and the western states, there are rock formations which are exposed to the surface and still weathering and disintegrating into soil. Some of these rocks are the result of a gigantic upheaval; some of them are deposited there by the receding glaciers. We will not stop to discuss the glaciers now, but just say that many thousand years ago the ice cap extended down from the poles much nearer to the equator than it now does. The glaciers carried with them much drift, huge boulders, little pebbles and sometimes animals.

We find skeletons of mastodons and other prehistoric animals embedded in the deposits left by the glaciers. Small boulders were crushed and ground quite to pieces, large boulders would be worn much smaller, and be quite smooth and rounded. The natural surface over which the glacier passed was worn and gullied and sometimes cut into strange shapes.

When a huge rock like Starved Rock in Illinois, or



A vertical section of a hillside showing layers of different kinds of soil

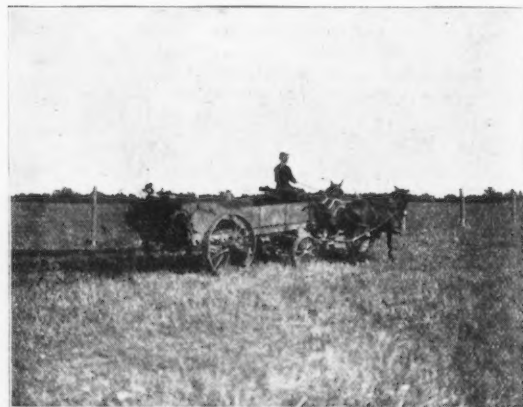
the Balanced Rocks found in many places, is found standing on an otherwise level surface, it doesn't mean that this rock in its present form was carried there, but perhaps that of a huge mass which once was there,

a large part of it has been worn and weathered away, and the rock we see being harder or being the interior of a large mass, did not all wear away when the glacier was at work.

It is a very slow process to disintegrate rock by frost and moisture, and it will be a long time before the rocks we know are leveled. But little by little they are being broken down.

Rock heats rapidly in the sun and cools quickly by night. The rapid changes in temperature break up the surface of the material. Perhaps you have seen men break up a large boulder by building a fire on it, so that it would heat very hot, then drawing the fire off and while the rock was still hot, dashing cold water on it. The quick change in temperature causes the stone to break into pieces.

The crumbling of the outside of rocks which are exposed to the weather, leaves little spaces into which moisture penetrates. Perhaps you have thought of soil as just dirt, but if you study it you will find it is one of the most complex and most interesting subjects. By complex I do not mean difficult, but composed of many different things. Rock isn't a single solid substance,



Spreading fertilizer to furnish plant food for the crops

but a collection of small particles. All of these small particles are some known substance. Iron, which changes slowly; lime, which changes quickly; quartz or aluminum, which changes slowly; and so on.

Now imagine the bits of quartz and aluminum and iron stuck together with limestone. Even tho the mass is firm and solid and compact, if a little moisture, especially an acid moisture, reaches it, the lime which holds the particles together will soon dissolve and the pieces will crumble. Go to some very old grave and see how the old gravestones are disintegrating. Find some overgrown with lichens and moss. The rootlets of the moss are very tiny, but they help to penetrate the stone and make it crumble. That is one way soil is formed.

You probably know how coral islands are formed. Some of our land grows in just this way, except that the foundation was original rock, or perhaps soil which was laid down thousands of years ago, instead of skeletons of tiny animals. Pudding stones, which most of us have found are formed by small stones stuck together by lime or clay.

There is another source of soil. Decayed animal and vegetable matter form what is known as humus—a rich loose black mixture, most abundant in river bottom lands, marshes, woods and places where conditions are especially favorable for rank vegetable growth, quick decay, and an undisturbed accumulation.

If there are in your vicinity no marsh lands with rank growing forests, undisturbed fallen trees, and decaying vegetation, see pictures of prehistoric forests.

You may have read how the coal was formed by layer upon layer of the early tree ferns which grew quickly and decayed under extreme pressure. In our day



Notice the trees growing on the rock ledges

we can see the way decayed leaves form soil, and we know the farmer sometimes plows under clover, corn stalks, and stubble to enrich the ground.

There are numbers of plants, such as lichens, moss ferns, firs, morning glories, mulleins, and others, which do not require a very great depth of soil. If these plants can obtain ever so slight a foothold in the rock they will grow, and when they die, the decayed vegetation forms a little more soil in which some other plant can grow.

This vegetation also catches and holds particles of dirt, etc., which may be blown upon it. In this way more and more soil depth is secured, until finally we have a soil deep enough to furnish a home for any kind of vegetation which grows in that climate.

Many agencies work to change the contour and composition (look up these words if you don't know them) of soils. Winds blow the finer particles about. There are whole sections of country near the Great Lakes where sand covers the surface to such a depth that the land is almost altogether valueless for farming. The Bad Lands of South Dakota are covered with a sandy clay deposit, which is blown here and there, covering the natural soil.

The question of how to prevent good top-soil from being carried away is an interesting study, and there are grasses like the quack grass, which are valuable in some sections, because their network of roots holds the loose soil and forms a basis on which a fertile soil can be made.

Water wears away the surface of the soil. The limestone cliff over which the Niagara river falls is being worn away, in some places at the rate of five and one-third feet per year. In a heavy dashing rain storm, where the water falls faster than it can soak into the ground, it runs off in little rivulets, which may carry away the precious fertile top soil, leaving an unfertile soil exposed.

This same water will deposit this soil when the current becomes less swift and the stream less deep. So sometimes we find a top soil quite different from the native soil of the region. The rich bottom lands of the rivers, deltas and other made lands are the work of the water.

Animals help in the work of soil formation. The tiny earthworms that burrow in the ground, ants, moles, gophers, woodchucks, besides many very, very tiny forms of animal life, all help to change the structure of the soil. Decaying bodies of dead animals, the guano of the South American coasts, the excrement of farm animals, all these help change the nature and composition of the soil.

As we have seen, soil includes gravel, clay, sand, humus and other things. When we break up the gravel and clay and sand and humus, we find that each one is formed of certain definite elements. In chemistry an element is a substance in its simplest form; that is, it cannot be separated into two or more parts, but is just one single thing.

Carbon, hydrogen, oxygen and nitrogen are some of the more common elements. The first three of these are the most abundant in soils, but nitrogen is one of the most important when we consider the soil as a plant home.

Earth, if it is firm enough, is of value to us as a foundation, a *terra firma*. If the soil is not so coarse, as in the case of sand, as to be shifting, so fine as it is in



Sugar Loaf, Mackinac Island

clay as to be sticky, or so loose because of decaying animal and vegetable matter as to be mucky, we are not concerned with what it is made of.

But as the home of vegetation, its composition is very important. You know without being told that a plant will grow more readily in some ground than in others. Name some examples in your school neighborhood.

Plants have to have a certain amount of each of the elements they use, and if the soil does not contain them in a large enough amount, or if they are not in such a state that they can be used, the plant will not thrive. That is where chemists can help us.

Some soils are sour and we add lime to sweeten them; some soils need nitrogen and we give them decayed animal and vegetable matter, manure, ashes—whatever the soil calls for. Sometimes there may be plenty of a certain element in the ground, but owing to conditions, the plant cannot use it. That is a thing which can be told only by experimenting.

We can do a little experimenting ourselves. We can divide our land into plots and try different methods with each plot. On one we can use a little manure, on another, potash; on another, nitrogen; on another, phosphorus; and on some a mixture of two or more of these. In this way we can determine definitely just what the soil needs for the kind of crop we wish to grow upon it.

(Continued on page 196)

The Catholic School Journal

Studies of Noted Paintings

Miss Elsie May Smith

SHOEING THE BAY MARE—SIR EDWIN LANDSEER

Paintings of animals became a popular branch of art when Landseer took up the work and devoted his brush to portrayals that were skillful, lifelike and touched with human sympathy and insight. His animals all make an appeal that is comprehensible to the average mind, and calls forth its hearty response. They present the traits of their living originals so forcefully and so vitally that all admire them and acknowledge their charm.

In such a picture as "Shoeing the Bay Mare" we have a commonplace, homely theme treated in a natural, every-day manner, owing its charm to no extraordinary or sensational presentation, but to the fact that it is so extremely natural. It is just such a scene as we might find in any blacksmith's shop. For that reason it causes a sense of recognition and leads us to feel its force by reminding us that we have seen just such a scene time and again. Consequently its appeal is instantaneous, especially to those who can enjoy a skillful, sympathetic treatment of the things of every-day life.

The mare is the most important thing in the picture, and so is well placed in the center. Her face is turned towards us. The light falls in streaky patches upon her silky dark coat, while her look of patient resignation indicates that her disposition is as good as her appearance. In the foreground is the blacksmith bending over the foot upon which he is nailing the shoe. He is intent upon his work,—a sturdy, industrious type of blacksmith, we should judge from his attitude. A dog to the left is watching the proceedings with a serious, natural, dog-like look. It is in his portrayals of dogs that Landseer is considered most successful, and the specimen here given is a good example of the naturalness with which his dogs are presented. Beyond the dog is a donkey, saddled, apparently waiting its turn for the blacksmith's attention. Above the mare, a bird-cage hangs from the ceiling, suggesting another visitor who has found a welcome in the blacksmith's shop. The box of tools in the extreme foreground is rendered with much accuracy of detail, while behind the mare we see the corner of a

stool with a horse-shoe resting upon it, and other horse-shoes hang against the wall near the forge whose presence is merely suggested.

QUESTIONS FOR STUDY

What is the title of this picture?

What is the center of interest?

Where is this mare? What is being done to her?

Is she a fine-looking animal? Why do you like her appearance?

Do you think she has a good disposition? Why do you think so?

What look do you see in her face?

What kind of a coat has she? Where does the light fall upon her?

What kind of a man do you think the blacksmith is?

Do you think he is industrious? Fond of animals? Why?

What is he doing? Does he seem interested in his work?

What other animals do you see besides the mare?

What is the dog doing?

What kind of a look has he in his face?

Is he a natural-looking dog?

Why do you think the donkey is here? What has it upon its back?

What do you see hanging from the ceiling?

What does the cage suggest to you?

What do you see in the extreme fore-



Shoeing the Bay Mare—Landseer

ground of the picture?

Do you think these tools are naturally represented?

What do you see in the corner of the picture?

What rests upon the stool? What else do you see behind the mare?

Is this a natural-looking picture?

Why do you think so? Do you think it is a scene such as might be seen in many blacksmith shops?

Do you like this picture? Why?

Are you fond of animals? Do you like horses?

Do you think the artist who painted this picture liked animals? What makes you think so?

Has he made a pleasing picture of the mare and the other animals represented here?

To what trait or features do you think it owes most of its attractiveness? Why do you think so?

Did you ever own a horse or use one? Did you enjoy it?

If not, do you think you would like to own one?

Why do you think a horse makes a good pet?

If not, why not?

The Artist

Sir Edwin Landseer, the most popular animal painter of the nineteenth century, was born in London, March 7, 1802. He very early showed a deep love for animals and great skill in sketching them. He was the youngest son of John Landseer, a distinguished engraver, whose children inherited his artistic talent. There were in the immediate family no fewer than eight persons who attained more or less distinction as artists: John, his brother Henry, and six of John's children, of whom Edwin became the most famous. John Landseer gave his gifted son his first lesson in drawing, directing him in a manner that meant constant improvement in the child's work and encouragement to do his best. Some of the pictures Edwin made between the age of five and ten were so good that his father kept them, and now after a hundred years they may still be seen in the Kensington Museum, in London.

With two of his brothers, the child studied art with an English painter in London, and in 1816 entered the Royal Academy. At this early age of fourteen Edwin sent pictures to several galleries. He studied for a while under

the artist Haydon. A picture of his called "Dogs Fighting" (engraved by his father) was painted when he was sixteen, and "The Dogs of St. Gothard Discovering a Traveler in the Snow," also engraved by his father, appeared two years later. The people of London became interested in his pictures, and he immediately became the most noted painter of animals. No one else could paint dogs as Landseer did, and so his pictures were in great demand. He was elected an Associate of the Royal Academy at the age of twenty-four and received the rank of Academician four years later. He was expressly invited by Sir Walter Scott (as great a lover of dogs as himself) to visit Abbotsford, where he made himself very popular with Sir Walter and his wife by sketching their dogs for them. There he studied animals in their native haunts, in the deep forests, on the wild mountain sides and by the lakes and rushing streams. Thus he acquired a bolder and freer style in his work and became fond of deer as subjects for his paintings.

For fifty years Landseer's paintings formed the chief treasure and attraction in the Royal Academy exhibitions, and engravings from his works had such a circu-

The Masturtium.

Mrs. F. E. BAUCHOP.

CHURCHILL-GRINDELL.

The nas - tur-tium, red and yel - low, Is a jol - ly, jol - ly fel - low; He nev - er frowns what - e'er the day may be, For he al - ways sees the light side, And he looks up - on the bright side, And this is what he says to you and me: Fill your hands with blossoms gay, Pick all you can take a - way; I've been stor - ing up the sun - shine For you on this cloud - y day.

lation in England that in the sixties there was scarcely a house in which there did not hang one of his horses, dogs or stags. Even the Continent was flooded with them. Some of his pictures are "Night," "Morning," "Children of the Mist," "The Return from the Deer-Stalking," "Sir Walter Scott and His Dogs," "Alexander and Diogenes," "Dignity and Impudence," "The Sleeping Bloodhound," "The Connoisseurs," "The Old Shepherd's Chief Mourner" and "A Dialogue at Waterloo" representing the Duke of Wellington explaining to his daughter-in-law the incidents of the great fight years after it occurred. This is one of the best of the few figure-pieces he painted. He was knighted in 1850. In 1855 he received at Paris one of the two large gold medals awarded to Englishmen. The complete list of his works is very large. A sportsman who wandered about all day long in the open air with a gun on his arm, he painted pictures with all the love and joy of a child of nature. This accounts for the vivid force of his work. Perhaps he owed a large part to his charming social qualities. He died a millionaire in 1873, and was buried with the honors of a public funeral in St. Paul's Cathedral, London.

ELEMENTARY AGRICULTURE

(Continued from page 193)

You can best test out the value of a fertilizer by fertilizing. Manuring only part of your corn plot, and no-

ticing whether it increases the production. Nearly all soils can be improved by the addition of manure.

In later lessons we will study about fertilizers, about the value of clover for enriching soil, how weeds use valuable moisture and plant food which ought to be kept for the crop next year, and about rotating crops, because some crops use more than others of a particular element.

Your state experiment station can refer you to bulletins giving information on these subjects. Read some of these and follow their suggestions in your corn plot and vegetable garden next year. I hope every boy is going to raise at least one acre of corn, and that every girl will do some garden work.

Exercises

1. Collect samples of the different soils in your neighborhood. These can be kept in small bottles and form a permanent exhibit.
2. Which kind of soil is best for growing plants?
3. Which one dries out most quickly? Get some samples and test for this.
4. Can you find some examples of wind-made soils? Of water-carried? Is there a creek in your neighborhood which is wearing away soil?
5. Can you think why a creek curves? (Sometimes contour of surface, sometimes a difference in the hardness of the subsoil.)

Remit your subscription renewal this month and get the benefit of the \$1 per year rate.

The Pumpkin

Mary Emma Richards

In a pumpkin round and yellow
Grew a tender little seed,
It was plump and white and shiny,
And was wonderful indeed.



When the pumpkin was cut open
This fine seed was shaken out,
And remained out in the orchard
Where were fruit trees all about.

Wet by rain and warmed by sunshine,
Soon the seed commenced to grow,
Sent a rootlet down for anchor
And green leaves began to show.



As the summer days grew longer,
Larger grew the pumpkin vine,
And there came some golden blossoms,
Color of the bright sunshine.

Soon the bees all came to visit,
Calling on each yellow flower,

Leaving pollen they had taken
From some other treasure-bower.



Now the vine has many pumpkins
That are big and plump and round,
Out where that one little seed fell
Golden pumpkins strew the ground.



And the children all are happy
For the time is drawing nigh,
When they'll make gay Jack-o-lanterns
And have luscious pumpkin pie.



Topical Studies in Geography

C. M. Sanford, State Normal School, Platteville, Wis.

SUGAR

To keep the American sugar bowl well filled is no small task, for we lead the world in the consumption of sugar. While as a rule figures are not likely to mean much, nevertheless, we can form some idea of the greatness of the sugar industry when we remember that we consume seventy-five pounds each year for every man, woman and child. (Since our population is about 93,000,000, how many pounds of sugar do we consume?) At first one might think that Great Britain out-did us, for her per capita consumption of sugar is ninety pounds; but we must remember that England uses large quantities in the making of jams and jellies for export. We can better appreciate our relish for sugar when we are reminded that Germany and France consume only thirty-five pounds a year per capita, while in Russia and eastern Europe the consumption is but fifteen pounds.

The amount of sugar consumed is, however, very rapidly increasing thruout the civilized world; in fact, it has increased seven fold in sixty years. Even so recently as when our grandparents were children, they did not use one-fourth as much sugar as we do; and they could not afford to, for sugar was then twenty cents a pound.

How and where the sugar is produced to keep our national sugar bowl so well filled, are questions we shall try to answer. The saccharine juices from which our sugar is made come chiefly from two sources—either from sugar cane or from sugar beet.

CANE SUGAR

Sugar cane belongs to the family of the grasses, and originally is a product of the valley of the Ganges. (Locate this Valley.) Later it was introduced into Egypt by the Arabs, and finally into Spain. The cane grows to a height of from twelve to twenty feet, is from one to three inches in diameter, and closely resembles an ordinary corn stalk. The saccharine juices are contained, not in the leaves, but in the spongy tissue of the stalks, and more especially in the lower ends of the stalks.

Sugar cane is grown most successfully in low, swampy regions, where the average temperature is 80 degrees Fahrenheit. (What is the annual rainfall in your own state? The average temperature? It cannot grow above the thirty-seventh parallel. Trace this parallel. Where does it cross North America? Europe?) In our own United States Louisiana alone best fulfills all the conditions necessary for its growth.

The planting of a field of sugar cane is very interesting since it is not raised from the seed as one might expect. In fact, the stalks themselves are laid in furrows that are from five to seven feet apart. Three rows of stalks are laid parallel in each furrow, and are carefully covered. From each joint in the stalks shoots start, and soon appear above the ground. After eight months the cane reaches its full height, and flowers in ten months. As soon as the flowers begin to fade cutting should begin. From these same buried stalks the shoots will grow a second and a third year, and under favorable conditions will continue to grow each year for as long as fifteen years. This process of re-sprouting is called ratooning, and when continued too long results in a falling off of the crop. (Of what value is the fact that the cane does not have to be planted each year?)

Cutting usually begins in October or November. The stalks are cut as near the ground as possible. (Why?) After the leaves are removed, the stalks are drawn to the mill which is likely to be near the field. Here they are placed on an endless belt that feeds them automatically into rollers that look something like clothes wringers, except that they are very much larger. After

passing between these rollers the crushed stalks are carried by another endless belt and fed into a second set of rollers, and so on, until in the modern mill they are passed thru six and even nine sets of rollers. Each set of rollers is so adjusted as to press out some of the juice, until finally the stalks are so dry that they are burned to generate the steam that runs the rollers.

The juice that flows from the rollers is a dark, greenish yellow, and is about fourteen per cent sugar. In addition to the sugar it contains small pieces of cane, dirt particles, albumoid and salt, which must be removed in the manufacture of sugar. The juice, fresh from the rollers, is run into clarifying vats holding hundreds of gallons each. Here it is first heated to 130 degrees Fahrenheit, then milk of lime is added, after which all is heated to the boiling point. A thick scum containing most of the impurities now forms, and is skimmed off. The syrup is then placed into vacuum pans where it boils at a much lower temperature. (Why is a vacuum pan preferable?) These pans have small glass windows thru which the expert sugar boiler can detect, by the appearance of the syrup, the critical moment of crystallization. At this instant the temperature is suddenly lowered and the crystals immediately form. Thru the aid of centrifugal separators the crystallized sugar is separated from the syrup. This crystallized sugar is the brown sugar with which we are so familiar, and the syrup is the very cheap black molasses from which rum is made. (At this point increase the interest by showing the pupils some brown sugar.)

By dissolving this brown sugar in water and passing the solution thru several filters, especially of charcoal, we get the granulated and powdered sugar of commerce. (Show the pupils samples of each.)

The mills for the manufacture of brown sugar, which is the "raw sugar" of commerce, are usually located near the sugar plantations. The raw sugar is then shipped to extensive sugar refineries located in large cities. The largest refineries in the United States are located in Brooklyn, New Orleans and San Francisco.

In the Old World cane sugar is produced chiefly in Java, the Philippines, Japan, China, India and Egypt. China and India produce most, but practically none of their output enters the world's markets. (Why?) (On an outline map of the world shade in these countries.) The other sugar-producing countries are America, the West Indies, Hawaii, Guiana and Brazil. (On your map shade in these areas also.)

Of the cane sugar that enters into the world's commerce Java produces 20 per cent, Cuba 25 per cent, Hawaii 10 per cent, Guiana and Brazil 10 per cent, Louisiana 10 per cent, and the rest of the world 25 per cent.

Java is the most densely populated land near the equator. As is usually the case the sugar plantations are on the lowlands near the coast. The Dutch government, under the name of the "Netherland Trading Co., owns many if not most of the plantations. The managers are government officials, and the work is done by the natives. (Why should the Dutch government rather than any other, do this?)

Cuba leads the world in the production of cane sugar for the world's commerce. She is able to do this because her rich limestone soil, and moist, equable climate are ideal for the growth of sugar cane; because she has installed the most modern machinery for improving and cheapening the product; and because she is near the greatest market in the world, namely, the United States. The labor on the sugar plantations is done by blacks under the direction of whites. Cuba exports to the United States \$50,000,000 worth of raw sugar each year,

most of which is refined in Brooklyn. (On your outline map of the world trace the route a ship would take from Havana to Brooklyn. The importers of raw sugar pay a tariff of 1.66 cents per pound. (What do we mean by a tariff. How does this tariff affect the price of sugar? What class of people does it protect?)

Hawaii produces about 300,000 tons of raw sugar yearly. Here, single plantations include thousands of acres, and are owned by stock companies. Since nearly all the stock is held in the islands, and is owned by rich and poor alike, any decrease in the price of sugar causes widespread hardship. As in Cuba, the work is done by the natives under the direction of white managers. Here again the product is shipped in the form of "raw sugar" and is refined in San Francisco. (Indicate on your outline map the route a ship would take from Hawaii to San Francisco.)

In the United States Louisiana alone produces cane sugar extensively. Our entire output is 300,000 tons of which Louisiana produces 275,000 tons. Of the remainder Texas produces 15,000 tons. New Orleans is the center of the refining industry for this district.

BET SUGAR

Since beet sugar now comprises fully three-fifths of the world's commercial sugar crop, it merits careful consideration. The rapid development of the beet-sugar industry is one of the accomplishments of the last half century, for as late as 1853 six-sevenths of all the sugar consumed was produced from cane.

During the time Napoleon was at war with England, the first serious attempt was made to produce sugar from beets, and it happened in this manner: All the ports of France were blockaded so that the French could not secure sugar. This led Napoleon to offer a reward of 100,000 francs to any one who would successfully produce sugar from beets. Immediately the French chemists undertook the task, but it was left to a French chemist named Achard, who was a refugee in Berlin, to devise a method of extracting the sugar from beets. The first attempts, however, were not commercially successful, and it was not until 1840 that commercial sugar was produced from the beet.

The sugar beet is a white variety of the common beet, and grows wild in the countries about the Mediterranean Sea. It belongs to the family of biennials: by this we mean that two years are required for its flower and fruit. It grows from seed, and during the first year simply stores up in its large, fleshy root a surplus of food to be drawn upon the second year when it produces flowers and fruit. At the end of the first year man interferes and gathers up this stored-up plant food for the production of sugar.

To successfully grow the sugar beet we must have a loamy soil, rich in potash; and it should be deeply plowed and well harrowed. Since the amount of sugar depends, not so much on the size of the beet as on the quality of the juice, and as this depends upon the richness of the soil, it is highly desirable to keep the soil properly fertilized.

The beets are ready to pull in September or October, when they should average sixteen inches in length, and should weigh about one and one-half pounds each. At the factory they are cut into thin chips which are thrown into hot water—the solvent power of the water extracting most of the juice. Later the remaining juice is pressed from the chips. The process of manufacturing sugar from beet juice is very similar to that employed in the manufacture of cane sugar, and will, therefore, not be repeated.

Germany produces one-third of the world's product of beet-sugar. France, Russia, and Austria follow, each producing about one-sixth, while the United States produces but one-thirteenth. The sugar-beet is the most important agricultural product of Germany, amounting each year to 1,800,000 tons; and since the German people are small consumers of sugar they are able to export more than one-half of their crop. Silesia, the Rhine

Valley, and the lowlands of the Hartz Mountains, are the centers of the industry. Most of the work is done by Poles. (How can you account for this? Germany exports large quantities of sugar to England and the United States.) (On your outline map of the world trace the route a ship would take from Hamburg to Liverpool. To New York.)

In France the sugar-beet is very extensively grown on the rich plains in the extreme north, where hundreds of factories are busily engaged in manufacturing raw sugar to be sent to Paris, Lille, Marseilles, Bordeaux, and Nantes to be refined.

When compared with the world's product, the output of the United States seems insignificant; but when considered in the light of the number of pounds we produce, the industry is fairly important. In 1907-08 Colorado produced 292,000,000 pounds, Michigan 170,000,000, Utah 91,000,000, Idaho 64,000,000, and Wisconsin 33,000,000. (From the above figures determine the number of tons that we produce yearly. Is our output of beet-sugar greater or less than that of cane sugar? How much?)

Inasmuch as the competition between the producers of cane and beet sugar is so keen we will briefly examine the beet sugar industry in the light of the cane sugar industry.

1. Cane can be raised with but little labor, while with beets a large amount of labor is necessary.
2. Beets require re-planting each year; not so with cane, for one planting will do for several years.
3. Cane is grown in sub-tropical regions where there is an abundance of cheap labor; beets are grown in the temperate zones where labor must be more highly paid.
4. Beets are grown where population is densest, hence near the market for the finished product. Cane sugar must be taken long distances to the market.
5. Beets are produced in regions where there is an abundance of capital which favors the erection of excellent manufacturing plants.
6. In the manufacture of beet sugar the refuse is highly valuable as a food for stock. Cane deprived of its juice is burned.

OTHER SOURCES OF SUGAR

Maple Sugar

Our supply of maple sugar is obtained from the hard maple which grows most extensively in southeastern Canada, New England, New York, Pennsylvania and Ohio. (Do you know the hard maple tree when you see it? Have you observed that it has an exceptionally large crown of foliage?) This is characteristic of the tree and enables it to yield large quantities of sap.

Where these trees are abundant they are "tapped" early in March, and the sap flows until late in April. To tap a tree, a hole three-fourths of an inch across and two inches deep is bored on the sunny side of the tree. In each hole a metallic or wooden spout is driven, to which is attached a pail to catch the sap. From these pails the sap is taken to the sugar camp where it is first boiled into a syrup and later into sugar. (What relation has the destruction of forests to the maple sugar industry?) (If possible have the class sample some maple sugar.)

Grape Sugar

A treatment of hot dilute sulphuric acid changes starch into sugar. This form of sugar is known as grape sugar, and is not as sweet as cane or beet sugar. In the United States it is manufactured from corn starch, and in Germany and France from potato starch.

Grape sugar is used extensively in brewing and in the manufacture of cheap candies. The syrup of grape sugar is called glucose. When mixed with molasses it forms table syrup. Glucose is a common adulterant of honey.

Sorgum

Sorgum is extracted from the stalk of broom-corn. As it is very difficult to crystallize it is usually sold in the form of syrup. Sorgum is cultivated extensively in China, Japan, India, and in the central part of the United States.

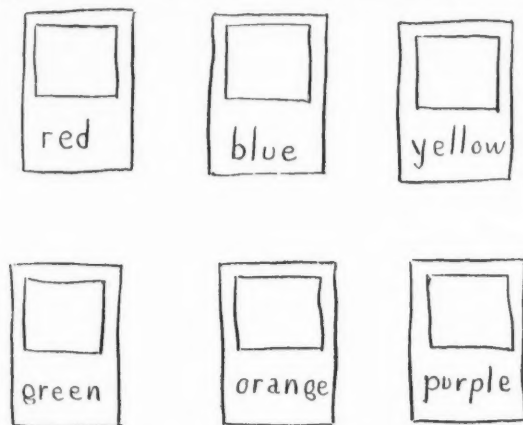
Progressive Busy Work

By Effie L. Bean

Let me tell you about what I call progressive busy work. By progressive busy work I mean work that gradually increases in difficulty, yet involves the same material. With little first grade children we must be careful not to expect too much at first. But whatever we do have, let us have work that is not merely a "time killer."

Beginners should be taught to recognize the letters of the alphabet. I have printed each letter upon a small card so that each child may have a set of his own for reference. To begin with I give each pupil a card containing a letter "a." With this before him, he hunts thru this box of letters and selects all the "a's" it contains. Then take another letter in the same way until all have been taken. It is not necessary to take all the letters in their proper order. These boxes of letters may be purchased at small cost or the teacher may print them by use of a small printing press.

After pupils are able to recognize the letters then I give them color cards. For this I have prepared a set of cards having pasted at the top an oblong of colored paper under which is printed the word as follows:



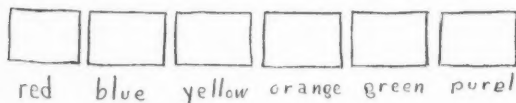
Provide a set of these cards for each child in the class and also a box containing several copies of the alphabet.

The children place these cards before them and under them make the words with their letters. At first it is best to take but one color at a time. This teaches them to recognize the name as well as the color.

When they are able to do this, then comes the next step in this progression.

Prepare an envelope for each child containing a set of six pieces of colored paper, one of each color and also the words "red," "blue," "yellow," "green," "orange," "purple," printed upon strips of paper and cut apart.

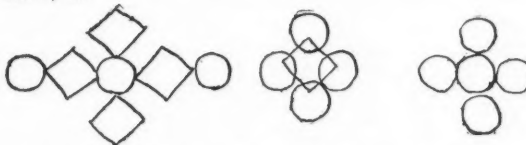
The pupil is to place the colors in a row across his desk and then to place under each one the proper name.



Vary the position of the colors until all are able to attach correct names.

This may be followed by giving the children patterns of inch squares and circles and having them trace around them on pieces of colored paper. After cutting them out, they make designs with them upon the desk, fol-

lowing the order shown in a design pinned up before them, as



Gradually increase the difficulty of these designs.

After a little practice they will be able to originate designs for themselves. Occasionally let them paste these designs upon paper when they may be exhibited upon the wall.

Another way to use these cut up circles and squares is to give pupils blunt needles and yarn or coarse thread and let them string them, leaving half inch spaces between circles. If this is done, using two colors at a time, either alternating or using two of one and then two of the other, or any combination you like, they make attractive chains for decorations, especially at Christmas time, if red and green are used.

School Entertainment

Pieces for Reading and Speaking

THE TALE OF THE TAILLESS CAT
(Not a sign of a tail does the Manx Cat wear.
Listen! the reason I shall declare.)

'Twas long ago, when the world was young,
That the Lion, the king of beasts, gave tongue,
And the wondrous plan to the beasts unfurled,
That they should make a tour of the world.
"We'll visit the land where the people sneeze;
We'll mount to the top of the Pyrenees;
We'll go where the heat of the sun's immense,
And plunge thru the forests and thickets dense.
We'll march in a line, in a grand parade,
And I'll be the leader," the lion said.

And so, when rolled around the appointed day,
With a mighty roar, he led the way,
Behind him, marching along in line,
Came Tiger, and Panther, and Porcupine,
Elephant, Jaguar and Kangaroo,
A tall Giraffe and a Puma, too;
An Ibex queer, and a long-haired Goat,
A Yak, and a Fox, and a white-furred Stoat.
Every animal, every beast,
And from the largest down to the least,
They leaped and trotted and pranced and hopped,
Behind the Lion, who never stopped.

They traveled onward for miles and miles,
Till at last, when they reached the British Isles,
The procession had grown till it fairly wound
The circumference of the world around.
For so many had joined the marching ranks,
That the last, a Cat of the kind call Manx,
Found herself padding on cushioned toes,
Right under the Lion's lordly nose!
And that haughty leader, imagine that!
Was following after the humble Cat!
He!—the leader!—the Lion King!
To follow after that puny thing?
A roar, a snarl, and a vicious snap,
And between the two showed a dreadful gap!
A gap where the tail of the Cat had been.
And my tale must end where it did begin.

Not a sign of a tail does the Manx Cat wear;
And this is the reason I do declare.
Perhaps you don't think my story true;
If the Lion swallowed the tail, can't you?
—In October St. Nicholas.

UM-M-HM-M

The mouth and the lips are the organs of speech,
In order to speak we have to move each;
At least so we've thought for many a day,
But now we have found a much easier way.

Keep your mouth shut and both lips very close,
You can make the sound **M** quite well thru the nose,
It may not be pretty, be more like a grunt,
A mumble, a jumble, but it is the right stunt.

If somebody speaks and you don't understand
Say "Um-m-m?" with a rising inflection and bland;
If the question's repeated, and you acquiesce,
Say "Mum-hum" with conviction, 'tis much easier than yes.

But if you mean no, and are not able to say it,
Just "um-m-hu-m," and let no one gainsay it.
"Um-m-hm-m," when you're happy, "um-m-hm-m" when
in danger,
"Um-m-hm-m!" to an intimate, "um-m-hm-m," to a stranger.

"Um-m, hum-m," oh delightful and useful invention,
Meaning anything you desire to mention.
Is Taft a good president? "Um-m-hm!" you will say.
Is your grandmother dead? "Um-m-hm-m," not today.

Do you love me- "Um-m-hm-m!" you sweetly reply.
And will you be mine? "Um-m-hm-m!" that will I;
"Um-m-hm-m," you can't mumble too much.

But if amid such a wealth of thick guttural sound,
Your meaning should sometimes uncertain be found,
Then shake your head sidewise, when you wish to say
"No,"

And nod it whenever you mean "It is so."

But I beg that on no condition whatever
You open your mouth or move your lips ever,
For this is condemned in polite conversation,
By a great many people who've had education.
—Eugenia Gerlac in School Bulletin.

JUST CHEER UP

Do not go thru life a-whining,
Just cheer up;
Nothing gained by your repining,
So cheer up.
Life is largely what you make it,
There is pleasure if you take it,
As for trouble, why just shake it,
And cheer up!

Smiles are cheaper than a frown,
So cheer up.
Don't let trouble throw you down,
Just cheer up;
Press with courage to the goal,
Get some sunshine in your soul,
Troubles then from you will roll,
So cheer up!

—J. Andrew Boyd in National Magazine.

THE VILLAGE RUBBERSMITH

Under a spreading blacksmith sign
The village blacksmith sat;
He heard the chuf-chuf-chuf and said
"Where is my business at?
The road is full of horseless things
And bikes and such as that."

The smith was deeply in the dumps;
Ah, that was plain to see!
His wink eye winked a knowing wink
Up at the chestnut tree,
And then he said, "These horseless things
Have put a horse on me."

And thru his crisp and curly hair
His sinewy hand he ran.
Says he, "I'll get some different tools;
As well as any man
I'll mend a punctured rubber tire;
I'll charge whate'er I can."

Week in, week out from morn till night
His bellows blow no fires.
Instead it feeds a rubber tube
That blows up rubber tires.
He has a tank of gasoline
And cement, pipes and wires.

And children coming home from school
Rubber in at the open door.
They rubber at the rubber tube
A-rubbing round the floor.
They rubber at the rubbersmith,
Who rubbers tires that tore.

He can't go, Sunday to the church,
For that's his busy day.
Some city chuffer's in the lurch,
And here is work—and pay.
The chuffer buys some gasoline
And chuff-chuffs on his way.

But never mind; his daughter's there,
Up in the choir stand,
And as she holds the hymn book high
Shows diamonds on each hand,
For daughter's buying jewelry
And dad is buying land.

Repairing and pumping and mending,
Onward thru life he goes.
Each morning sees some tire break,
Each evening sees it close.
Something mended, something done,
Puts money in his clothes.

Thanks, thanks to thee, my worthy friend;
On the lesson I will meditate
All must at times get different tools;
This world will never wait.
If we would live the strenuous life,
We must keep up to date.

—Western Teacher.

"PLAY BALL!"

If you've made a bad beginning,
If the batsmen all go wrong,
If the other team is winning,—
That's the time to play up strong!

You know you made a fumble?
Well, keep your head, and wait!
Just watch the ball; don't grumble!
You have it! Send it straight!

Don't fuss about the scoring,
Don't weaken at the din;
Let others do the roaring;
You play the game to win!

And when life's conflicts meet you—
They come to one and all—
Don't let your fears defeat you;
Keep steady, and "play ball!"

—In October St. Nicholas.

Supplemental Arithmetic Work and Special Devices

Superintendent Edgar S. Jones, Taylorville, Ill.

It is hardly possible for an arithmetic text to treat fully enough such subjects as land surveys, money, stocks and bonds, metric system, taxes, insurance, banking and agricultural arithmetic. Under these conditions it is advisable to secure besides a number of local problems, as much supplementary material as possible. This supplementary material must of course deal with some phase of arithmetic work. It is as necessary to have additional data in arithmetic as it is in history or geography. In securing our local problems we naturally secure our data from the carpenter, farmer, merchant and professional man. So in obtaining practical arithmetic information concerning any specific topic, we must turn to the source of that information as we find it today. There are many booklets which may be had for the asking. In most cases they give a clear treatment of the subject discussed as well as furnishing much data for supplementary problems. If a student will only read casually such a booklet as "A One-room Country School" (State Supt. F. G. Blair, Springfield, Ill.) he will have a better knowledge of lumber measure in general and will be much more able to solve any problem that might arise in that subject. The other booklets mentioned are as valuable as the lumber pamphlet. The market and advertising pages of the newspaper will suggest much material for problems. Below is a short suggestive list of booklets that may be procured free and the address at which they may be obtained:

Bureau of Standards, Washington, D. C. (Metric Chart.)

U. S. Treasury Dept., Washington, D. C. Circular No. 62 (Money).

W. D. Ross, Fremont, Ohio. Circular of Mensuration Blocks. (Surface and Solids.)

Pittsburgh Steel Co., Pittsburgh, Pa. Circular of Wire Fencing.

Normal University, Normal, Ill. Circular on History of Money.

Agricultural College, Urbana, Ill. Bulletin 113 and 126 (Yields of Grain).

Henry Clews & Co., New York, N. Y. Stocks and Bonds Booklet.

A device or special plan is of but little value unless it is used very judiciously. Any device is not supposed to be used regularly, but rather as a stimulant to a regular presentation in order to relieve any monotonous procedure. Should devices be used to the exclusion of pedagogical methods, then they become harmful, hence it is the misuse of the device that needs to be restricted.

Plan 1. (Addition.) The teacher may dictate a column of figures as is shown in the first column below:

12	18	25	33
21	27	34	42
18	24	31	39
36	42	49	57
45	51	58	66
24	30	37	45
13	19	26	34
25	31	38	46

The pupil should then add 6 to each number in column 1. After this is done, 7 should be added to each number in column 2. After a moment's waiting, 8 should be added to each number in column 3.

Plan 2. (Division of decimals) $348.246 \div 18.4 = ?$

The plan consists of changing the decimals to a whole number. This is done by multiplying each number by a 10, 100 or a 1000.

$$348.246 \times 10 = 3482.46$$

$$18.4 \times 10 = 184$$

$$184 \overline{) 3482.46} \quad 18.80$$

184

1642

1492

1504

1492

126

Plan 3. (Counting money.)

Suppose the amount of the purchase was 85 cents and the money given the clerk was a \$2 bill. We would say 85 cents, 90 cents, \$1, \$2. A child should be drilled on this manner of counting until he becomes fairly expert. Subtraction really ought to be taught by this plan. Pupils will learn it more readily than the ordinary plan. It is also the natural method of making a subtraction.

Plan 4. (Addition.)

Three or four columns of figures should be dictated by the teacher:

24	58	324 =
38	64	184 =
64	89	643 =
96	45	247 =
87	78	843 =
24	69	987 =

The three separate groups should be added in the regular way. The sums should then be added in the regular way. The sums should then be added from left to right. The total of the three groups should of course equal the sum of the horizontal totals.

Plan 5. (Interest.)

If the following form is placed on the blackboard it may be used as a drill exercise in computing interest:

	a	b	c	d	e	k	o	l	m	n	w	g	h
Principal	\$800	85	90	125	468	34	9	87	948	326	25	89	125
Rate.....	6	7	8	6	7	5	8	5	8	6	5	7	6
Months..	2	4	6	7	1	3	17	8	9	6	7	5	8
Days.....	1	3	5	7	11	13	27	17	19	22	23	29	30

By writing a few words that can be made from the letters above the figures, a number of problems may be given in a short time. The first letter of the word, 'back' would be the problem, what is the interest on \$85 at 6% for 6 months and 13 days.

Plan 6. (Long Division.)

In developing long division, a column of two or three place figures should be placed on the board daily. To the right should be placed the divisors. The pupil should be required to give orally the quotient or the approximate quotient. If sufficient drill is given on this phase of work at the beginning of the development of long division, the student will soon acquire the ability to tell at a glance about how many times the divisor is contained times in each new dividend.

87÷22	842÷120
64÷21	345÷115
82÷20	242÷123
38÷19	647÷205
29÷15	872÷215

Plan 7. (Profit or Loss.)

Frequent oral drills are necessary to cause the pupil to form the habit of making rapid computations in deter-

mining gains or losses in terms of per cent or money. The following table may be used for this purpose:

	Cost Price	Rate	Money Gain	Selling Price
1.	\$2.75	?	25c	?
2.	\$4.50	?	?	\$5.25
3.	?	20 per cent	90c	?
4.	\$6.75	?	75c	?
5.	\$8.25	25 per cent	?	?
6.	\$3.25	?	?	4.75

Plan 8. (Extract the square root.)

In the more simple problems of square root, the factoring method should be used. Extract the square root of 4,096.

$$\begin{aligned} 4096 &= 4 \times 1024 \\ 1024 &= 4 \times 256 \\ 256 &= 4 \times 64 \\ 64 &= 4 \times 16 \end{aligned}$$

The common factors are $4 \times 4 \times 4 = 64$, the square root of 4096. The following device may also be used to illustrate as to how the result may be obtained:

4096	64	
1		121 496
39		121
3		375
36		123
5		252
31		125
7		127
24		127
9		
15		
11		
4		

The plan above is begun by always subtracting 1 from the first group. The second subtrahend is 1+2. Two is added each time until the remainder is less than the previous subtrahend. In the above problem the remainder is 4. This remainder is placed at the left of the 96. As there were six subtractions in the first step, the first number of the required square root is 6. The 6 is doubled and placed at the left of the 496, and a 1 placed at the right of the 12. The subtractions are made as before with the exception that the first subtrahend is 121. There are four subtractions, hence the last figure of the result is 4.

Plan 9. (Addition or Multiplication.)

By placing a circle, a square or a straight line upon the blackboard or chart and by writing the numbers 1 to 9 out of their order about the drawing, a drill may be prepared upon short notice. Suppose we use a straight line in making the illustration.

9 2 7 6 3 5 8 2 9 0 4

The pupil passes to the board, writing the results of the multiplication below the line, or instead gives the results orally.

Plan 10. (Multiplication or Addition in Primary grades.)

One of the children faces the class and says, "I am thinking of two numbers that make 42. Who can tell me in row 1 what the numbers are?" If there is no one in row 1 that answers, the child should call upon row 2, 3 and 4 if necessary. The plan may be varied so that all forms of separation and grouping may be used. A review or drill in the lower grades that includes some feature of a game or contest is always to be commended.

Now's the only bird lays eggs of gold.—Lowell.

They only live who dare.

CARD CATALOGING THE CITY SCHOOL CHILDREN OF THE UNITED STATES

Every child in the elementary city schools of the United States is to be card cataloged, and a running history of his entire school career in the grades kept permanently on file, according to plans formulated by investigators whose report has just been issued for free distribution by the United States Bureau of Education. Altho this plan has just been inaugurated, it has the approval of the National Education Association, while some 300 cities have already begun to keep the cards. Eventually, it is anticipated, about 6,000,000 pupils will be thus tabulated.

With the new card-catalog system in full operation thruout the country, definite and scientific answer can be made to a large number of questions the solution to which must now be guessed in large measure.



The Catholic School Journal

Lessons in Penmanship

George A. Race, Bay City, Mich.

203

Teachers, you should have attained by now a fair movement and correct position, if you have been able to practice from 20 to 30 minutes a day. It is not the bunched kind of practice that counts, but the little day by day.

Always begin your work with the large direct or indirect oval as the letter you are to practice requires. Reduce exercise to one space before taking up the letter.

Strive for freedom and grace in your writing. Get as much control and thought in your movement practice as you need to use in writing. If you do not, you will not have it when you need it. Review often.

Work for the month is as follows:

Drill No. 14. Practice on the one-space oval and push-and-pull movement before taking up this drill. This drill is a combination of these two exercises. The straight line is made one-half the oval. It is an aid to the capital A. Count 6 for each part.

Drill No. 17. This drill is another one leading up to the capital. The oval is made first with a count of four, and at the count of five the pen is carried to the top and down at the count of six. Down stroke retraces the up stroke about half way. Raise the pen as it touches the line.

Drill No. 18. Retrace the oval 6 times and count 2 for letter. Swing from oval to letter without stop. Put 16 on a line.

Drill No. 19. Capital A, start upward and leftward. Retrace second part about one-half. Don't make a loop or it looks like the capital O. Finish below line with a graceful curve to the right or like the small a. Count 2, or 10 for five. Make at about the rate of 60 per minute. 15 letters to the line.

Drill No. 20. This is a development drill for capital

C. Retrace small oval 5 times, making it about one-third of the letter. At the count of six swing to the left with curved-down stroke as in O. Leave space between small oval and large one.

Drill No. 21. Make letter and throw oval around it. Count 6.

Drill No. 22. The capital C starts with a curved down stroke, forming a small oval about one-third of the letter. Finish letter as a large oval with plenty of space between small and large oval. Have about the same curve at the top and bottom. End with a slight up-curve the height of the i. Count same as for capital A.

Drill No. 15. This exercise is given to get a swing across the paper, and as an aid in the development of letters having a point at the top. Count 6 for each part and put four groups on a line.

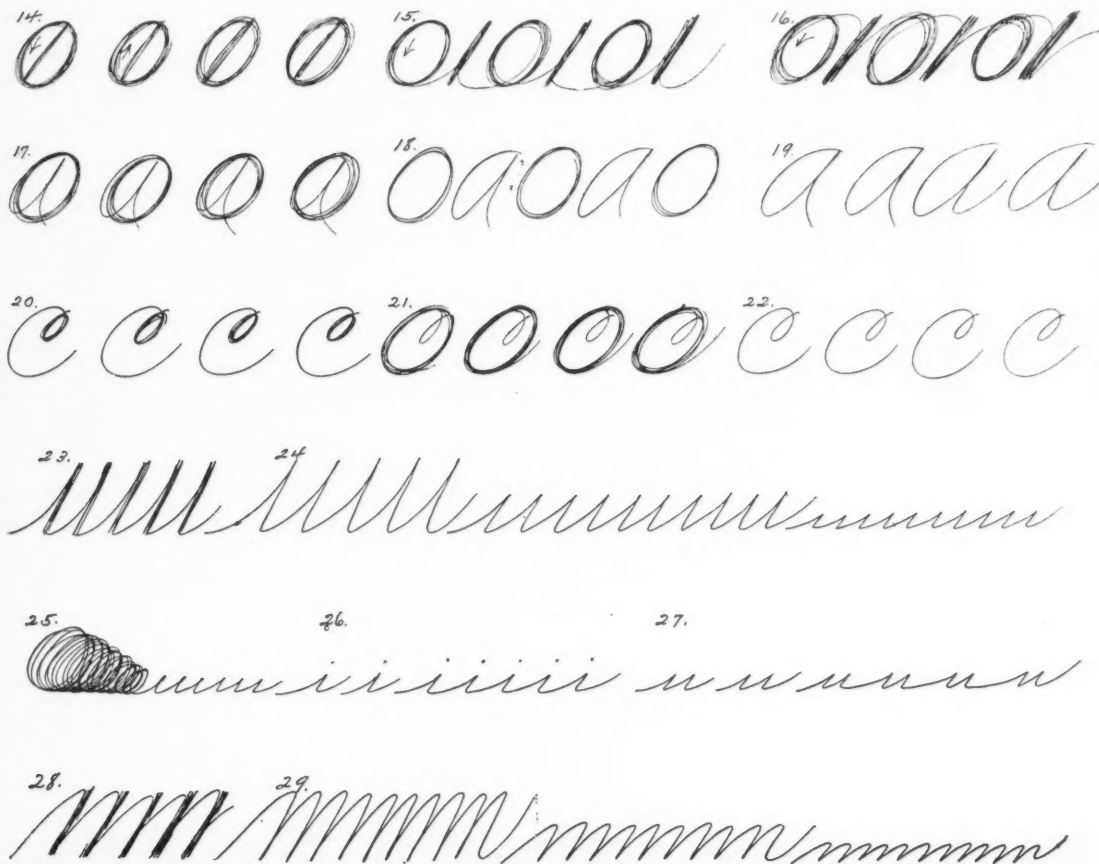
Drill No. 23. Development exercise. Count 6, four on a line. At the count of six swing to right, use a rolling push-and-pull movement.

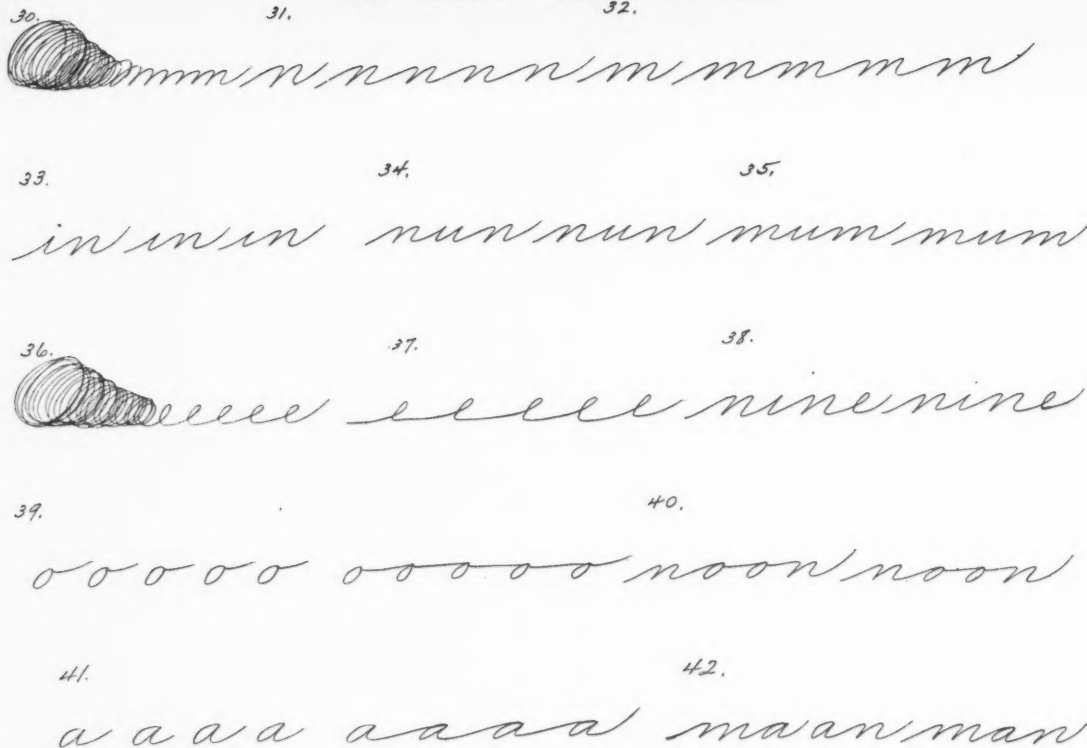
Drill No. 24. These drills are similar to No. 23, only the down strokes are not retraced. It is made one, one-half, and one-third space high. Count 10 and put four groups on a line. Curve up strokes and keep the down strokes parallel.

Drill No. 25. Direct oval gradually diminished until it is a small i. Count 30, four on a line.

Drill No. 26. Curve up stroke with an angle at the top. Down stroke straight and slanting, with a quick turn at the bottom. Finish with same curve and slant as first stroke. Dot just above letter and in line with down stroke. Count 5 for each group, four on a line.

Drill No. 27. The u is made same as a double i. Space between points same as height of letter. Keep





wide spacing between letters. Count 8 for each group, four on a line.

Drill No. 16. Indirect oval and slanting straight line exercise combined. Count 6 for each part and put four on a line. Don't raise pen or stop between parts. Work for uniform slant. Use this exercise to develop letters having turn at top and angle at bottom.

Drill No. 28. This drill is used to lead up to the m and n. Count 6, and four groups on a line.

Drill No. 29. Keep these drills round at the top with angle on the line. Down stroke parallel. Count 10 and put four groups on a line. Make one, one-half, and one-third spaces high. Practice each separate. Do not leave it until it is right.

Drill No. 30. Indirect oval reduced to small n exercise. Count 39, four on a line.

Drill No. 31. The n starts on the line with left curve and double round turn at the top with angle and turn on line. Keep last turn same as first and down strokes parallel. A common fault is to get last turn an angle and to swing down stroke too far to the right. Count 8 and put four groups on a line. In joining letters keep letters narrow and space between strokes wide.

Drill No. 32. Observe same instruction as for No. 31. Count 3 for each letter, four groups on the line.

Drills Nos. 33, 34, 35. These contain the four small letters we have just had in practice. Begin and end each word with the same graceful curve. See that i, and u, are sharp at the top and the n, and m, rounding. Put 8 words of No. 33 on a line and 6 of No. 34, 35.

Drill No. 36. Direct oval reduced to size of small e. Count 30, four on the line.

Drill No. 37. Curve the up stroke as in i, with a little more curve for the e. Down stroke straight. Turn at the base line narrow, as in i; crossing near the line. Count 5, four groups on a line.

Drill No. 38. Word practice for e. Keep a clear distinction between i, and e, in this word. Be sure to loop e and never the i. Six words on the line.

Drill No. 39. The o is a small oval and finishes like the v and w. Keep down and up strokes the same curve. Finish high or it will resemble a; close at top or

it will look like v. Count 10 at first for each group. When it can be made fairly fast count 5. Three groups on a line. Connect with nearly a straight line.

Drill No. 40. Word practice for o. Keep "o" same slant as down strokes of the "n." Six words on a line.

Drill No. 41. The "a" begins as in "o" and finishes like "i." Close "a" at the top, and come to the line with a straight slanting stroke. Both turns of the "a" are the same and as wide as the letter "u." Count 8 and put four groups on a line.

Drill No. 42. Word practice for small "a." Eight and six words on a line. Write at the rate of 18 words per minute. Criticise, observe, and think.

Questions concerning writing and your work will be gladly answered for a stamp.

NOTHING TO KICK ABOUT

'Twill be wearisome watching the days go by
With never a cloud in the sun bright sky,
And never a flaw in the burdenless breeze
That seems to be doing its best to please;
When evenings are dreamy and lead to sleep
Serene as a shepherdess tending her sheep,
While gathering stars round the moon shine out
And there's nothing at all to kick about.

When everything smilingly comes your way
As willing as dusk at the close of day;
When people are kind and the world so good
You couldn't hurt any one if you would;
When answers for turning away red wrath
Are strewn all along your sinless path—
Now wouldn't you long for a frown or pout
Or something or other to kick about?

We'll feel there is something amiss, awry,
In the halcyon days of by and by,
When peacefulness dwells in the neighborhood
And nothing is ever misunderstood;
When every one lives by the Golden Rule
And there's no more work for the human mule—
Oh, the world will be lonesome without a doubt
When there's nothing at all to kick about.

—New York Sun.

(Continued from Page 186)

both of which illustrate the crusade against tuberculosis. "The Man Who Learned" shows the dangers of impure milk, "The Fly Pest" the evils of the house fly, "The Wedding Bells" the danger from sweatshop clothing, and "The Visiting Nurse" illustrates what can be done in the way of cleaning up. "Boil Your Water" and "Summer Babies" tell the stories that no school child can forget. A city could own three or four moving picture machines and rent the series of films, together with other invaluable ones that might be suggested, and they could be operated by the high school boys from school to school. The navy makes use of this idea. Each big battleship has its moving picture machine, and the sailors are always ready to operate them. Laboratory pictures showing the methods of studying diseases might thus be circulated, and 100 lessons in hygiene taught.

But while the schools are teaching hygiene by precept, many of them are teaching it by example. Improved schoolroom architecture, proper ventilation, physical exercise, and dustless floors are some of the things that are getting more common every year. Medical inspection is perhaps the most forward step of all in the direction of better school hygiene. It not only aims to cure specific cases of ill health among school children, but by combining instruction with treatment, to check the spread of the troubles that may arise from school work, and which prevent children from making the most of the time in school.

Medical Inspection in Schools.

The first American city to attempt medical inspection, according to the Russell Sage foundation, was Boston, in 1894, although Philadelphia claims to date its efforts at inspection back as far as 1890. Over 1,000 doctors are now engaged in medical inspection work in the public schools of the country, while some 500 nurses are helping. Some cities have dentists to inspect regularly the mouths of the school children. Of the cities investigated by the Sage foundation nearly half of them use damp cloths for dusting in their school, and about one-tenth of the schools are equipped with vacuum cleaners. Nearly all city schools are now teaching their children the harmful effects of intoxicants and tobacco, while two-thirds of them are actively instructing their pupils concerning tuberculosis. Over half of the schools covered by the investigation teach the principles of first aid to the injured.

One of the remarkable facts about the teaching profession, if one may take the statistics of Michigan as representative, is the widespread prevalence of tuberculosis among teachers. It is shown that during a period of four years there were more than twice as many deaths among teachers of a given age as among other people. While more than one-fourth of all the deaths of teachers during these years was caused by tuberculosis, less than one-tenth of all deaths occurring in Michigan were caused by that disease. This large death rate from tuberculosis among Michigan teachers is attributed in part to poor schoolroom sanitation, and there is a movement on foot to have only tuberculosis-free teachers appointed and then give them such sanitary surroundings as will save them from taking their lives in their hands when entering the schoolroom.

SECOND-HAND SCHOOL BOOK EVIL.

Wisconsin has set the pace for systematic and continuous warfare on contagious diseases. The work of the Anti-Tuberculosis Association has attracted nation-wide notice. The deadly common drinking cup and the filthy common towel have received their just deserts. Is it not time that a propaganda be instituted against another great conveyor of contagious disease—the dirty school book?

It has been proved many times that filthy school books have been responsible in certain localities for a periodic recurrence of epidemics of contagious diseases. A book is one of the most obstinate carriers. Medical authorities agree that a book cannot be effectively disinfected. It is impracticable separately to fumigate each leaf, and yet nothing short of this is safe. A book in use in a school where there is not individual ownership is handled on the average by a dozen different children. It is bad enough where children have access to only their own books or those of the members of their family; but in promiscuous use the danger is increased by the almost universal habit of children of moistening their fingers in turning the leaves and thus introducing the disease germs directly into

the mouth. Undoubtedly the apparently inexplicable appearance of an epidemic of scarlet fever or diphtheria among school children could be traceable very frequently to germ-laden books.

With all the recent agitation resulting in much legislation to prevent the spread of contagious diseases it is natural that attention is now being directed in many states to the question of eliminating or modifying the danger resulting from the use of second-hand textbooks. In one state at least (Maine) prohibitive legislation has been enacted.

In Toronto the medical authorities, after a searching inquiry, decided that the situation was so grave and the dangers so imminent that there was but one way to treat filthy books, and ordered them burned.

In free textbook territory it is an easy problem, for the books are all owned by the board and they can confine the purchase to new books and destroy the old books whenever in their judgment they have become too much soiled to be usable further or where they have been used by children who have been exposed to contagious diseases, even though they have themselves shown no signs of having been diseased. This they should be compelled by law to do.

In non-free textbook territory, where the books are purchased by the pupils, the question is not so easily solved, for the same books are bound to be handed down from child to child in the same family, and it is not easy to prevent the sale and circulation of second-hand books locally through the dealers, although this traffic could be surrounded by safeguards to minimize possible danger. The real danger comes from the second-hand books that are imported by dealers, purchased from second-hand jobbers in the large cities and by them purchased wherever they are obtainable, regardless of the condition of the books or the surroundings. If germs are to flourish and contagious diseases are to be spread, here apparently is their splendid opportunity.

It would seem that a law preventing the importation into any community of second-hand books might be expected to have the hearty support of every parent and every voter who has at all at heart the welfare of the state. A movement of this kind once properly started is sure to create the same wide-spread interest which has developed in the case of other relics of an unsanitary age fast disappearing. There are few patrons of the schools who would not regard it as criminal if the clothing of a scarlet fever or diphtheria patient were passed along to other children; yet practically the same thing is done whenever children are compelled or allowed to use books which may be reeking with disease. It would seem that the present is an appropriate time to commence a campaign that will insure clean books for the children of Wisconsin. (The Crusader).

IF YOU HAVE NOT YET REMITTED FOR THE CURRENT SCHOOL YEAR:

Did you ever give thought to the great value that is given to teachers in a single number of The Journal at the very small price of 10 cents? Think of the great amount of usable material it brings to you, and the real help and inspiration afforded in the many articles embodying the methods and experiences of the most talented Catholic teachers in various dioceses of the country. Suppose there was no publication like this, and being rushed with school work you had to ask some friend to go to the public library or the book stores and look up some material for special class exercises, suitable quotations, recitations, etc. Would you consider that 10 cents or car fare would be sufficient recompense for the time saved and assistance rendered you? And yet an abundant supply of such matter is only part of the great measure of value which The Journal gives teachers each month for 10 cents. Suppose there was a very prominent Catholic educator or an eminently successful class teacher visiting in your city or some adjoining town, and you wished very much to have such person appear at your school and address the teachers. Would you feel that an offering of 10 cents was sufficient return for the great help and incentive that might be given to the teachers by the advice and suggestions of the learned visitor? And yet The Journal brings to its subscribers each month the timely thoughts, methods, plans and experiences of a score or more talented educational workers and thinkers—all for this little price of 10 cents.

Death Claims Two Noted Religious Teachers

Two of the oldest and most widely known religious teachers of the middle west passed to their eternal reward since our last issue: Rev. Mother Ernesta, of the Notre Dame Order, Milwaukee province, and Ven. Sister M. Borromeo, O. S. D., of St. Clara's Convent, Sinsinawa, Wis. Both had labored in the neighborhood of half a century, doing heroic work in the cause of Catholic education, and leaving their impress upon the characters of thousands of young people who came under their guidance during these many years.

Rev. Mother Ernesta, retired commissary general of the Order of Notre Dame, who three years ago celebrated the golden jubilee of her entrance into the order, died of apoplexy at the Milwaukee mother house at Notre Dame convent, on Sept. 21. Mother Ernesta passed her eightieth birthday last July. She had been quite feeble for several years and retired from active work about six years ago.

Born in Westphalia, Germany, Mother Ernesta was brought to America by her mother when very young. She spent the entire fifty-three years of her religious life in the Milwaukee convent. She became mother superior and commissary general, the highest office of the order, in 1893, and served until 1900. After that she was assistant to her successor until old age forced her retirement. She was the second commissary general of

the order, Mother Caroline being the first. Mother Marianne is the present commissary general. For a number of years before she was elevated to the office of commissary general, Mother Ernesta was directress of the day school, conducted in connection with Notre Dame convent. To this institution came the daughters of the best Wisconsin families, and Mother Ernesta's strong and inspiring influence remained with them in after years, and had much to do with the existence of the large and loyal alumnae for which this convent school is noted.

Sister M. Borromeo Stevens, of the Dominican Sisterhood at St. Clara, Sinsinawa, Wis., and known to our readers generally through her books and frequent contributions to this magazine, gave up her great soul to God on Sept. 6, after a prolonged illness culminating in extreme suffering for the past five months. A long, busy, strenuous, most useful life of forty-three years was spent in religion by Sister Borromeo,—she had entered St. Clara's Academy at Benton, Wis., in early childhood, a Presbyterian of the Presbyterians. During the twelve years of her school life with that mental independence and decision of thought that characterized her, she critically and systematically studied the subject for herself, with the daily life of the saintly Father Samuel Mazzuchelli before her eyes, and under

the guise of attending his historical and scientific lectures before the school, made her decision unassisted and became a convert to the faith at the close of her school life,—and in a year or two after her graduation from St. Clara returned there and asked to be received to the habit.

Her earliest and longest experience as teacher was in the parochial schools, where in truth her most absorbing interests ever lay,—and her favorite pupils were the so-called "bad boys," whom her gift of discovering and, better yet, of making themselves discover, their redeeming quality, surprised themselves more even than their neighbors, and often saved for them their entire future.

Of later years her work lay more among the academic branch schools of her community, and at last, solely in the college department at St. Clara, where the wide and generous Christian culture of Sister Borromeo, her broad knowledge of the great masterpieces in the literary world, as well as of the lesser lights, made the post among her many posts of duty that of librarian, a labor of love as well as a priceless boon to anxious students.

Her literary ability found expression in the many works that she found time for amid all the exactions of a teacher's daily life. First editor of "The Young Eagle," as issued in its present form in 1884, with that burning interest of hers in the teachers' work anywhere, she issued the "Analyses of Catholic Novels." At the

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Chicago Columbian Catholic Exposition, at the World's Fair, in 1893, she was deputed to write up the various parochial school departments. Several spirited dramas for schools were written at intervals. Later the "Golden Bells in Convent Towers" was prepared for the occasion of St. Clara Convent's Golden Jubilee. "Little Essays for Friendly Readers" proved even a greater favorite. A course of studies for parochial schools, and many contributions to different Catholic journals, were among these.

The Journal was proud to number Rev. Mother Ernesta and Ven. Sister Borromeo among its good friends and patrons. To merit the appreciation and active support of so experienced and capable Catholic educators, was for us a constant incentive to further effort in the cause.

Catholic Charities Hold Congress.

To consider baffling problems of poverty and measures designed to rescue the poor from ignorance and disease, the national conference of Catholic charities held last month its second biennial meeting at Washington, with several hundred delegates from various portions of the United States attending.

The convention opened with the celebration of Mass at the Catholic University of America, where the Bishop of Pittsburgh sounded the keynote of the gathering in a sermon on charity and correctional work.

At a public meeting at the University, Commissioner Johnston welcomed the delegates to Washington, and the broad phases of charity were discussed by several leaders in the movement. Msgr. Thomas Shahan, rector of the Catholic University, delivered an address on "The Church in Charity"; Thomas M. Mulry of New York on "The Government in Charity," and F. P. Kenkel of St. Louis, on "Charity and Culture."

Adequate laws and their enforcement for the guardianship and protection of children were urged by Leonora L. Meder, Chicago, a member of the Catholic Woman's League. She urged the prevention of street peddling at night by children, state support of children whose natural protectors have been imprisoned, and greater protection to girl immigrants.

Miss Mary E. Shinnick, probation officer of Cincinnati, said it is better for the state to support the families and keep the mothers and children to-

gether than to place the children in charitable institutions. She urged that the widowed mothers be pensioned by the state. Patrick Mallon, probation officer of Brooklyn, said parochial schools of the Catholic Church should educate girls regarding the responsibilities of motherhood.

During the four days' duration of the conference the condition of the poor and social outcasts was discussed. Particular attention was given to dependent and delinquent children.

International Eucharistic Congress.

Over 500,000 people witnessed the sacred procession which was one of the features of the great Eucharistic Congress at Vienna the past month. Some 5,000 churchmen, from cardinals to priests, were in attendance from points outside Austria. In the closing procession were about 80,000 Catholics. More than 50,000 were peasants from all parts of Austria-Hungary. These wore their picturesque national gala dresses and were headed by local dignitaries. The most interesting groups were the Tyrolese, who carried old war flags dating from the war for liberty, conspicuous among which was Andreas Hofer's flag, and the men

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from Zilferthal, who had an enormous wooden cross, which was borne by twelve peasants.

There were 15,000 clergy in the procession, including nine cardinals and 250 bishops. Cardinal Van Rossum, the Papal Legate; Cardinal Nagl, the Archbishop of Vienna, and Cardinal Bourne of Westminster rode in a magnificent carriage, in which they knelt, holding a gold monstrance containing the Host. The monstrance was set with diamonds and rubies. The carriage was accompanied by priests swinging censers.

The next state equipage, drawn by eight splendid white horses, contained Emperor Francis Joseph and Grand Duke Franz Ferdinand, the heir to the throne, both of them bareheaded. Thirty archdukes and archduchesses occupied twelve state coaches, each drawn by six white horses. The rear of the procession was formed by the imperial bodyguards in their gorgeous uniforms. The procession passed along the Ringstrasse without a break for nearly five hours. The magnificent gold-embroidered vestments of the clergy and the brilliant uniforms and decorations made a glittering spectacle.

Church Arranges Picture Show.

Moving pictures as a spiritual aid to the parochial school children of Holy Family parish are to be inaugurated at the Young Men's Sodality hall in South May street, Chicago. The Rev. Father Thomas Nolan is credited with being the originator of the idea. Father Nolan is spiritual director of the so-

dality.

At all of the Masses in Holy Family Church, recently, announcement was made of the innovation. No admission fee will be charged to the moving picture shows, which will be given every Tuesday night during the school term.

The Holy Family Church, at West Twelfth and May streets, familiarly called the Jesuit church, is in the heart of the Ghetto. More than 60,000 Jews live within the confines of the parish. It is Chicago's "melting pot." In the district there are scores of moving picture shows. Some of the films shown, it is asserted, are not conducive to morality, and none of them to spirituality. For this reason Father Nolan decided to present pictures that would be elevating and instructive. "Catholic children of the Ghetto, like all other children, are frequent patrons of the moving picture show," said one of the priests. "I don't know from personal knowledge, but I have heard that some of these shows are not particular as to the class of films they produce. Wild west scenes and pictures of that description seem to predominate."

Death of Father Matthew Russell.

Father Matthew Russell, S. J., editor of the Irish Monthly, died last week, aged seventy-eight years. He was born at Newry, in 1834, the younger son of Mr. Arthur Russell, of Seafeld House, Killowen; his brother was the late Lord Chief Justice of England. His uncle, Dr. Charles Russell, was the

"dear friend" named in Newman's Apologia, who most helped him to become a Catholic.

Father Russell's great services to Catholic literature are known to every member of the Church in the English-speaking world, and the excellent magazine which he edited for nearly forty years, first introduced to the public William Butler Yeats, Mrs. Frances Blundell ("M. E. Francis"), Alice Furlong, Katharine Tynan, Dora Siger-

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New Ursuline Convent at Great Falls.

Mount Angela, Ursuline Academy, at Great Falls, Mont., a modern structure, has just been completed at a cost, including its furnishings, of more than \$200,000. It has accommodations for 175 boarding pupils and 325 day pupils. Its forerunner was the school at St. Peter's mission, about forty miles southwest of Great Falls, opened originally as a mission school for the Indians. This pioneer school took on an added function when the state had settled more and the people needed the work of the school in helping to educate the boys and girls of the early settlers. It was finally decided to locate at Great Falls. The ground was broken for the work less than a year ago, and the modern three-story structure now reaching completion contains nearly 200 rooms.

School of Journalism at St. Mary's College.

St. Mary's College, of the Sisters of the Holy Cross, Notre Dame, Ind., opening with a large attendance on September 19, has added several new courses for post graduates and special students, including a School of Journalism. This will be directed during the present year by Miss Katherine E. Conway, present literary editor of The Republic, Boston, and a long-time editorial contributor to many religious

and secular journals. Among the first students are four graduates of the class of 1912: Miss Cecelia Hopfinger, of Ohio; Miss Irma Kern, of Ohio; Miss Margaret Mercer, of Utah, and Miss Eileen C. Buddy, of Missouri.

Religious Garb Question.

Secretary Fisher's action last January in revoking the order of former Indian Commissioner Valentine, barring religious garb or insignia from government Indian schools, was upheld by President Taft in an order made public recently.

The decision of the President is that teachers now employed in Indian schools may continue to wear the garb of their religious orders, but the privilege is denied to any persons hereafter entering the service. This ruling will permit the government to fulfill its obligations, the President says, to the teachers who were taken into the government service when religious schools were taken over bodily as government institutions.

The President's ruling is the final step in a controversy that has engaged the interior department with religious bodies more than a year. Commissioner Valentine's order would have prohibited any teachers from wearing religious garb in the Indian schools after the end of the last school year.

President Taft's order and a letter from Secretary Fisher to Mr. Valentine, which accompanies it, lay stress

on the fact that Commissioner Valentine issued his ruling without consulting the secretary or the President, and while the entire subject was under investigation. Mr. Fisher's revocation of the order now is made final.

Secretary Fisher's formal letter says the government had long left the education of the Indians to religious missionaries, and that when it finally began a systematic handling of the educational problem it took over many of the religious schools and brought their teachers into the government classified service.

An Adviser of Presidents.

The late Father Doyle went to Washington shortly after Col. Theodore Roosevelt became President, and the friendship which had existed between them in the metropolis was continued. Often Father Doyle sat in the private office of the President of the United States and was consulted as to the guidance of the affairs of the nation, the same as Col. Roosevelt was also known to consult newspaper men from time to time in order to get their ideas as to how the work of the nation should be shaped that the people might derive the greatest benefit.

Catholic Schools High Percentage of Enrollment.

The growth of the five parochial schools of Madison, Wis., has astonished the city. Nearly one-third of Madison's school children are now attending parochial schools of the St. Patrick, St. Raphael's, St. Bernard's, St. James and Holy Redeemer Catholic churches. These five schools have a total of 1,219 pupils, while the eleven graded schools claim only 2,951. The unusually large enrollment of the parochial schools is laid primarily to the modern structures recently completed by three churches and the stricter observance of rules concerning the education of Catholic children. Madison's total school enrollment is 5,010.

Jenkins' Literature Revised.

Jenkins' Handbook of Literature, one of the most highly regarded of the textbooks on literature in general use among the schools of the country for many years, has been re-written by the professors of St. Charles College, Md., and with the special endorsement of Cardinal Gibbons and Dr. Shahan of the Catholic University, it is now finding ready appreciation among Catholic schools.

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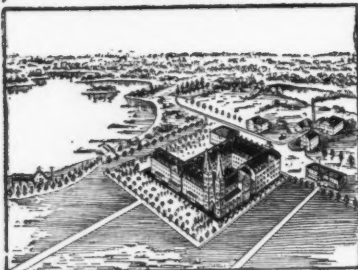
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CALENDAR: Summer Term will open May 30, 1911; Mid-Summer Term, June 27; Thirty-ninth Year, September 19, 1911.

German Girl Wins Irish Contest.

Professor Rohan, of Marquette University, addressing the A. O. H. convention in Chicago on the interest aroused in the study of Irish history in Milwaukee, said that two prizes, offered for the best essay on Daniel O'Connell, were won by a Polish and a German girl! We also learn that a Jewish boy in Dundalk, Ireland, has been awarded first prize for a short English essay rendered into Irish. He won a second prize for the best original essay in Gaelic on an Irish historical subject!

School Has Wireless.

A wireless telegraphic station is being installed in St. James high school building, Haverhill, Mass., and the apparatus will be in working order by September. The students in the physics class will have an opportunity of studying wireless telegraphy and practicing on the instruments.

Miss Hill's Gift.

Miss Clara Hill, of St. Paul, daughter of James J. Hill, the railroad magnate, has taken out a permit to erect a concrete and brick convent, costing \$110,000. This will be a gift from Miss Hill to the Visitation Sisters, from whom she received her education.

Catholic Girl Wins Honor.

It is always a pleasure to record the success of our Catholic girls in their chosen departments of special study. Very recently Miss Florence Bettray, a former student of St. Clara college, Sinsinawa, Wis., won the diamond medal in the instrumental department of the Chicago College of Music.

Free Scholarships for Students.

Rev. Wm. C. Conway, pastor of Assumption church, Walnut Hills, has conceived the happy idea of awarding free scholarships to the pupils of his parish school who succeed in passing the higher grades, thus encouraging the desire for higher education among the students. The boys who win the scholarships will be sent to St. Xavier's College and the girls to one of the Sisters' academies.

The Hymns of the Church.

The hymns have come to our ears laden with the traditions of the centuries. They have been sanctified by an endless iteration on the lips of the children of God. They have been a solace to the confessor, an inspiration of strength to the martyr. They are pathetic and holy with the tears and triumphs of the innumerable multitude who in all ages and in all climes "have washed their robes in the Blood of the Lamb." They preach to us with a new emphasis the

Catholicity of a Church which exhausts time and space; for their burden of praise shall still be heard when "the former things are passed away."—Rev. H. T. Henry.

Miss Alcott's Famous Book.

Appropos of the successful dramatization of Louisa M. Alcott's "Little Women," it is state that over 3,000,000 copies of Miss Alcott's books has been sold in the United States alone, and that the sale of "Little Women" throughout the English-speaking world exceeds 1,000,000.

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New Rockford Orphanage.

St. Vincent's orphanage, Rockford, work on which was begun a year ago, is almost completed and the date for its dedication has been set for Wednesday, Oct. 2, by Bishop Muldoon. It will have cost \$225,000, \$100,000 of which was the gift of John B. Taylor.

\$3,000 for Five Lectures.

As an indication of the popularity of Dr. James J. Walsh, of New York, we have just read in a letter from Mother Alphonsa Lathrop, that she has received \$3,000 as the proceeds from five lectures delivered by him, for the building fund of her new hospital.

To Cure Disordered Minds.

for the amusement of the inmates of St. Elizabeth's insane asylum, Washington, D. C., the \$125,000 picture show and theater put up by the government will be opened Dec. 1. Men who have given years of study to the question of insanity have reached the conclusion that the motion picture is a great aid toward curing disordered minds.

Big Seminary for Rome.

A great seminary for the education of the clergy of Rome is being erected under the shadow of St. John Lateran's, the cathedral of the Bishop of Rome, as well as "head and mother of all the churches."

Make Gift of \$20,000.

An endowment of \$20,000 to the Duquesne University, Pittsburgh, for the purpose of establishing a chair of Irish language and literature, was recommended by the Ancient Order of Hibernians of Pennsylvania at their state convention, which closed last week. The Duquesne University is in charge of the Fathers of the Holy Ghost order.

Catholic Charitable Societies Merge.

Fifteen Catholic charitable organizations of Chicago federated recently at a meeting held in Hotel LaSalle. The new organization is known as the Catholic Federation of Charities of Chicago, and a charter will be applied for. It is estimated that there are about 200 charitable institutions which will be admitted to membership in the near future.

\$100,000 Cathedral Dome.

The citizens of St. Paul, irrespective of religion, have begun a campaign to raise \$100,000 for the placing on the new Cathedral one of the most magnificent domes of any public building in the country. It is to be a testimonial to Archbishop Ireland, and to show the high esteem in which he is held by all the citizens of St. Paul. Twenty-seven thousand dollars was subscribed the first day.

\$38,300,000 for New York Schools.

It will cost \$38,300,000 to run the New York schools next year, according to the budget prepared by the board of education. This is an increase of \$4,500,000 over 1912.

America's Largest University.

With an enrollment of 12,000 students, making it the third largest in the world, Columbia university, New York City, has opened for the fall term. Paris has 17,512 students and the University of Berlin 14,543. Cambridge, Oxford and Heidelberg are far down the list.

The extensive modern school building erected by St. Joseph's parish, Davenport, Iowa, was dedicated by the Bishop of Davenport, Sept. 29.

The Bishop of Rockford laid the cornerstone of the new \$40,000 parish school and assembly hall for St. Mary's parish, DeKalb, Ill.

Wednesday, Oct. 2, Sister Mary Ignatius, of Chicago, celebrated the fiftieth anniversary of her religious profession as a member of the community of Sisters of Mercy, in Mercy hospital.

St. Rita's Academy for Colored Girls, formally opened at 3009 Pine street, St. Louis, is a new convent and school established by the Oblate Sisters of Providence, of Normandy, Mo.

Two new parish schools have been opened in the diocese of Sioux City, Iowa, this month. The Polish parish of St. Francis of Assisi has just completed a school, and opened it the past week with a good attendance.

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Cannot Praise It Enough.
Ashlay, Tex., September, 1911.

Since about a year ago I suffered from a terrible feeling in my head. Soon it was in my whole body. It was as if thousands of worms were creeping inside of me. I had also a gnawing feeling in my stomach, which brought me near to despair. A physician who treated me for nervousness didn't help me; but as soon as I took Pastor Koenig's Nerve Tonic I slept well again—which was not the case since weeks—and was also relieved of the other troubles. Therefore cannot praise the Tonic high enough. Mrs. M. Edwin. Mr. C. Kossbiel in Orange, Tex., suffered from nervousness and debility on account of a protracted cold. One bottle of Pastor Koenig's Nerve Tonic removed the trouble. Also Mrs. A. Stephan, 1665 Dayton St., Chicago. She writes that she suffered from nervousity since years and was cured by Pastor Koenig's Nerve Tonic.

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Preparations are being made by Rev. Bro. Macarius, new superior of St. Joseph's Home for Boys, Detroit, for the opening of a night school at the institution. There are now some sixty boys resident in the home.

A real estate deal in which centers the interest of the Catholics of the archdiocese of Dubuque was closed last week when W. G. Cox sold to St. Joseph's College twelve acres of land on the north side of West Fourteenth street.

A Wonderful Fire Escape.

School and institutional officials who have investigated the Spiral Slide Fire Escape pronounce it a most practical and efficient device. By means of it frightened children or helpless old people are carried from upper floors to the yard in a few seconds time. Schools with several hundred pupils have been emptied in five minutes by means of this escape. It is always ready and has none of the hazards of wall ladders, etc. School officials have a great moral obligation to provide proper escapes, and we strongly commend all to send for the illustrated fire escape circular of the Dow Wire & Iron Works, Louisville, Ky.

IS YOUR SCHOOL SANITARY?

We desire to call the attention of school authorities to a number of advertisements in the front part of this number of The Journal. The advertisements pertain to the most approved form of sanitary equipment in the way of toilet room outfits. As will appear from a perusal of the article on "School Sanitation and Hygiene" by Frederic Haskins, elsewhere in this issue, it is of the utmost importance that those in charge of the schools see that toilet rooms, plumbing, ventilation and water supply are what they ought to be. It is a crime against teachers as well as pupils to keep them housed in buildings permeated with sewer gas or foul odors from antiquated or improperly placed toilet rooms. Sanitary closets, urinals and drinking apparatus, when needed in a school should be installed without delay. There is hardly a parent but who would willingly agree to special assessment to provide these safeguards to the health of their children during the years they are in school. The past ten years has seen wonderful improvement in sanitary equipment for buildings, and if your plumbing is more than fifteen years old, you owe it to yourself and the patrons of your school to have it looked over by an expert or capable plumber. Good closets, urinals and drinking fountains are not costly, being sold on close margins nowadays. They are as important and as good an investment as a school can make. We recommend and urge, as various speakers in Catholic educational as well as secular school conventions have advocated, that superiors, pastors and all others having to do with the condition of schools, investigate what improvements can be made in their buildings in the way of safeguarding health and life. Your study of the problem will be assisted greatly by writing to the "Sanitary En-

gineer," of The Standard Sanitary Mfg. Co., Pittsburg, Pa., who will send you free some valuable literature on school sanitation. This concern is the largest of its kind in the world and maintains a department just to advise and inform school authorities. Another good booklet

that you can get free for your investigations along this line is "Catalog B," of The Keenan Structural Slate Co., Bangor, Pa. Also be sure to write to the Wolff Manufacturing Co., 601 West Lake St., Chicago, Ill., for their instructive booklet on sanitary drinking equipment for schools.

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SIGNIFICANT POINTS IN READING.

The summary herein given is from the work of a well-known author of methods:—

1. The teacher's effort is first directed to a vivid interpretation of the author's thought and feeling, and later to an expressive rendering of the thought.

2. Every exertion should be made to lead the children to an absorbed and interested attention in the selections.

3. The author's leading motive in the whole selection should be firmly grasped by the teacher. By centering all discussion toward this motive unnecessary digressions will be avoided.

4. The teacher will hardly teach well unless he has saturated himself with the spirit of the selection, and enjoys it. To this end he needs not only to study the selection, but also the historical, geographical, biographical, and other sidelights.

5. The teacher needs great freedom and versatility in the use of his materials. Warmth, animation, and freedom of manner are necessary.

6. Children often do not know how to study a reading lesson. In the assignment and in the way of handling the lesson they should be taught how to get at it, how to understand and enjoy it.

7. In the assignment of the lesson the thought of the piece should be opened up in an interesting way, and such difficulties as children are not likely to grapple with and master for themselves pointed out and approached. Difficult words need to be pronounced, and hard passages explained.

8. The assignment should be unmistakably clear and definite, so as to insure a good seat study.

9. The seat study should be chiefly on parts already discussed in class.

10. During the recitation proper, strong class attention by all the members of the class is a first necessity. Much knowledge, alertness, and skill are necessary to secure this. One must keep all the members of the class in the eye constantly, and distribute the questions and work among them promptly and judiciously, so as to secure concentrated effort.

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These principal features should interest you enough to warrant a closer examination of this form of entertainment. The plot is interesting, and the costumes easy to obtain or make. The cost of producing is practically nothing, while there is ample opportunity to elaborate. While appealing to adults, it has been given with great success by High Schools. Price 75c.

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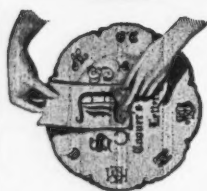
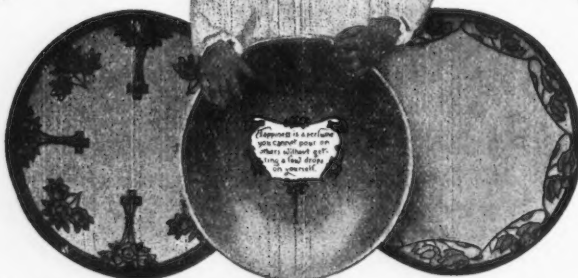
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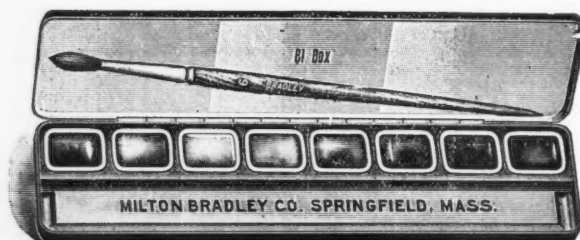
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11. The teacher can often judge a recitation better without looking at the book while the class is reading.
12. Skill in questioning is very useful in reading lessons.

(a) Questions to arouse thought should appeal to the experience of children.

(b) Questions to bring out the meaning of words or passages, or to expose errors or to develop thought, should be clear and specific, not long and ambiguous.

13. The teacher needs to awaken strongly the imagination in picturing scenes, in interpreting poetic images and figures, and in impersonating characters. The picture-forming power is stimulated by apt questions, by suggestion of the teacher, by interpretation, by appeal to experience, by dramatic action.

14. The use of the dialogue and dramatic representation is among the best means of awakening interest and producing freedom and self-forgetfulness.

15. The pupil should give his own interpretation, subject to correction, and interpret parts in relation to the whole.

16. Without too much loss of time the children should learn to help themselves in overcoming difficulties in solving problems.

17. Sometimes it is well for children to come prepared to ask questions on parts they do not understand.

18. The tendency to more independent and mature thinking is encouraged by comparing similar ideas, figures of speech, and language in different poems and from different authors.

19. Let the pupil reading feel responsible for giving to the class the content of the printed page. Often it is best to face the class.

20. The teacher should occasionally read a paragraph in the best style for the pupils, not for direct imitation, but to suggest the higher ideals and spirit of good reading. A high standard is thus set up.

21. Children should be encouraged to learn by heart the passages they like. In the midst of the recitation it is well occasionally to memorize a passage.

22. The teacher must drill himself in clear-cut enunciation of short vowels, final consonants, and pure vowel sounds. Cultivate also a quick ear for accurate enunciation in the pupils and for pleasing tones. Frequent drill exercise, singly and in concert, is necessary.

23. Use ingenuity by indirect methods to overcome nasality, stuttering, nervously rapid reading, slovenly and careless expression, monotone, and singsong.

24. By means of physical training, deep breathing, vigorous thought work, encourage to self-reliant manner and in good physical position.

25. Give variety to each lesson; avoid monotony and humdrum.

26. Each lesson should emphasize a particular aim, determined by the nature of the selection or by the previous bad habits and faults of the children in reading. It is impossible to give proper emphasis to all things in each lesson, and indefiniteness and monotony are the result.

CATHOLIC SCHOOLS IN FRANCE.

It is gratifying to note the success of Catholic schools in France in contrast to what seems to be the utter failure of the infidel schools established and maintained by the government at enormous cost to the state. The Tablet (London) quotes from a French paper, the "Courier of Tournon" (Courier du Tournon) facts and figures on the subject relating to that locality which are both interesting and significant.

In the district of Tournon there are sixty-five state schools. Of these six have only nine scholars, three have eight, six have seven, nine have six, thirteen have five, seven have four, six have three, five have two, eight have one, and ten have no scholar at all. The Catholic schools in the same district also number sixty-five. Several of these have well over a hundred scholars, and the smallest school has thirteen scholars. Thus the sixty-five state schools, the total attendance at which is 255, have an average attendance of no more than four children. The Catholic schools, on the other hand, with a total attendance of 3,602 children, have an average attendance of fifty-five scholars, which is more than twelve times that of the secular schools. Estimating the cost of these state insti-

tutions at the low figure of 3,000 francs apiece, we get a total annual cost to the state and the communes of 195,000 francs, which works out at 765 francs per scholar, a cost which is higher than the charge for a boarder at a boarding school. Against this must be set the fact that the 3,602 children in the Catholic schools do not cost the taxes or the rates a cent.

The Catholic schools do not cost the public taxes a cent, but they cost the Catholics of Tournon a great deal. That they are willing to pay that cost sooner than send their children to Godless schools shows that there are yet in France good Catholics and plenty of them who will not allow their children to be robbed of their most precious inheritance—the faith of their fathers. The "Eldest Daughter of the Church" may yet retain her title to that honorable distinction.

NOW IS THE TIME.

Most subscribers can just as well remit their subscription payments for the new school year during the Fall. By so doing they show substantial appreciation for the special efforts made by the editors of The Journal to give Catholic school teachers and officials a large variety of practical, interesting and helpful matter each month. Moreover, the new postal regulations impose an extra charge for carrying to subscribers who are not paid up, so you can save this and benefit by the \$1-per-year in remitting as soon as possible.

"Be assured that your cheery monthly is greatly welcomed by tried and anxious teachers."—Sister M. Oswald, St. Teresa's Convent, Philadelphia.

"The Journal is excellent. You are doing a good work."—Sister Constance, St. Agnes Academy, Montreal.

"The Journal is a treasure for Catholic teachers. Every article is worth reading."—Rev. Mother Antionette, Loretto School, New York.

Wright's Civil Government of the United States and

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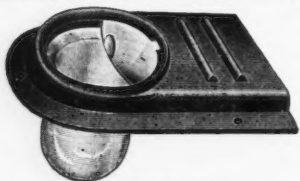
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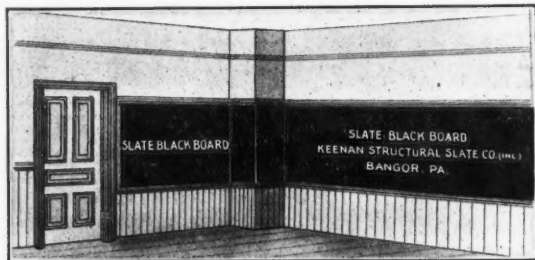
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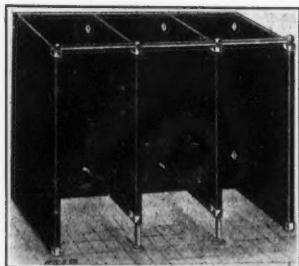


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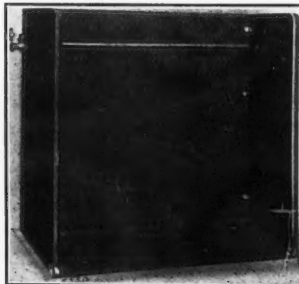
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DARWIN AND HIS THEORY.

Father Gerard, S. J., Says Theory Has Gained General Acceptance. Does Not Conflict With Religion.

It was on the 1st of July, 1858, at a meeting of the Linnaean society, that the essential principles of the Darwinian system were publicly exhibited, in an essay jointly contributed by Mr. Darwin and Mr. A. R. Wallace, who had arrived independently at similar conclusions.

Phrases used by the authors to exhibit their more essential principles in summary form have become classical. Darwin spoke of "Natural Selection" as the agent to which organic developments are to be attributed, Wallace of "The Struggle for Existence." As will be seen, both phrases mean practically the same, and combined by Herbert Spencer as "Survival of the Fittest" they comprehensively describe the root idea which underlies the whole Darwinian scheme.

The Old Theory.

It was to be expected that many of the older school of Naturalists would be set against a doctrine which contradicted beliefs they had long held sacred, and threatened to sweep away all landmarks in the field they had spent their lives in exploring. There was, in particular, an obstinate belief in the absolute fixity of species, the paramount importance attached to which, in the eyes of all parties, is now not easy to comprehend. For a century no one had questioned the authority of Linnaeus, who defined a species as the posterity of one ancestral pair originally created in the type transmitted to their descendants.

But while both in England and on the continent, especially in France, some leaders of scientific opinion showed themselves hostile, or at last unconvinced, the theory of Evolution, coupled with Darwin's name, soon gained general acceptance, although many of its warmest partisans were lukewarm in the advocacy of Natural Selection as the ruling factor in its operation—and thus were not characteristically Darwinian. A signal instance was that of Professor Huxley, who, while he did more than any other man to promote the spread of Darwinism, always exhibited a marked reserve in regard to this, its most essential element.

Present Status of the Theory.

As to the subsequent progress of Darwinism and its

present standing in the scientific world, it is by no means easy to speak with assurance on account of the almost universal lack of precision with which the term is employed. In the large class of the general public who talk of science and call themselves Darwinians, the great majority have evidently never read the works of Darwin himself, or his authorized exponents, and have most vague and erroneous ideas about his doctrine. Amongst those who are really men of science, whilst a profession of loyalty to Darwin's teachings is considered imperative, it is hard to discover any who are genuine Darwinians. In Evolution the vast majority implicitly believe, but round the factors by what it has been wrought controversies have ever raged and shown no symptom of ceasing to do so; while as to Natural Selection, though it is constantly invoked in general terms as potent to solve all problems, we usually hear different language when crucial points are discussed.

The Catholic View.

The Darwinian hypothesis cannot possibly come into contact or conflict with any fundamental truth, either of religion or philosophy, for, as already observed, it makes no pretence to explain the origin of anything, and leaves the problem of original causation exactly where it has ever been. Secondly, from what we have seen it will in any case be time enough to enquire how to reconcile other beliefs with the doctrine of Darwinism or Evolution when we shall have clear and certain knowledge as to what it is with which they are to be reconciled.

As to the theory of Evolution itself, there can be no grounds for supposing that it is atheistic or materialistic, provided always that we acknowledge, as common sense obliges us, that it is the effect of a power and wisdom transmuting all the forces which we discover operating in nature. As St. Augustine said, in creating the seed God creates the plant, no less than if He created it in its mature development; and, similarly, the same doctor held, God created the world by a single act or word, and all the animals and plants which it contains, not separately as they now exist, but potentialiter atque causaliter, in the force destined to produce them, and the capacity of their production in the elements from which they were to be produced.

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